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ABSTRACT

One of a series designed to aid community leaders, cooperative extension agents, local government officials, and others in their efforts to gain external resources needed to support local efforts in rural development, this handbook addresses three basic problem areas: gathering information on rural development needs of a community; locating funding sources to help meet the community's rural development needs; and presenting information in a clear, concise, and persuasive manner to state, federal, and foundation funding sources. Part I discusses documentation and funding problems and blockages in presentation. Part II gives a broad introduction to types of information most common to proposals for federal grants and programs related to human services. Part III discusses presentation of data by written or oral summaries and through use of visual aids, including a detailed description of visual aids preparation. Part IV looks at federal funding sources of currently existing programs, sources of information on those programs, and some sources of non-federal funding. Part V stresses the importance of understanding government organizations and the regulations which govern them and furnish sources of information. Appendices present a select bibliography on federal, regional, state, and local government, and a list of local level resources. (CM)

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resources

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How to gather information
on community needs
and funding sources

handbook no. 1

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RC 013159

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HOW TO GATHER INFORMATION ON COMMUNITY NEEDS AND FUNDING SOURCES

- HOW TO GATHER INFORMATION ON THE RURAL DEVELOPMENT NEEDS OF YOUR COMMUNITY
- HOW TO LOCATE FUNDING SOURCES TO HELP MEET YOUR COMMUNITY'S RURAL DEVELOPMENT NEEDS
- HOW TO PRESENT INFORMATION IN CLEAR, CONCISE AND PERSUASIVE MANNER TO STATE, FEDERAL, AND FOUNDATION FUNDING SOURCES

John M. Cohen
Terry Marshall

Department of Rural Sociology
Cornell University

Resources for Rural Development Series
Handbook No. 1
September 1976

EDITORS' INTRODUCTION

This handbook is one of a series intended to aid community leaders, Cooperative Extension agents, local government officials, change agents and others in their efforts to gain external resources needed to support local efforts in rural development. The principal aim of these handbooks is to simplify the process of locating resources, applying for them and administering those that are gained. All too often these three tasks are seen as being very complex, when in fact they can be performed by the average citizen. In this sense, these handbooks are designed to show how common sense, initiative and community effort are all that is required to tap federal, state and foundation resources. The titles of the first three handbooks illustrate the thrust of the series:

No. 1 How to Gather Information on Community Needs and Funding Sources

No. 2 How to Write Proposals for State, Federal and Private Funds

No. 3 How to Finance and Administer Rural Development Programs

All three of these handbooks are now available. From time to time, as we gain new experience and discover additional needs of communities seeking funds, we will revise these handbooks. In addition, if these handbooks find an interested audience, and if we receive requests from you for more specialized ones, we will attempt to supply them in an effort to help you meet your community and rural development needs.

The handbooks are being organized under an informal committee composed of Stephen Philip Johnson and John P. Snyder of Cooperative Extension, and John M. Cohen of Cornell's Department of Rural Sociology. A first edition of handbook no. 1 was published by Cornell University's College of Agriculture and Life Sciences. This edition proved so successful that we were able to obtain funding for the entire series from the Northeast Regional Center for Rural Development. If you wish to obtain the entire series or additional copies, you can address the Center at 242 Roberts Hall, Cornell University, Ithaca, New York 14853.

Any ideas or suggestions from those using these handbooks will be greatly appreciated. If we receive requests from you for more specialized handbooks relating to this general topic, we will try to meet them. Such comments should be addressed to either of the editors of this series:

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PREFACE

The purpose of this handbook is to provide community leaders, local government officials, cooperative extension agents and other interested citizens of the Northeast region with helpful suggestions on how to document rural development problems and obtain the funds necessary for their resolution. In this regard, it is not intended as a definitive statement of all available techniques for describing community needs, obtaining community support and locating funding. Rather, as presently designed, it is primarily intended to stimulate the reader's imagination.

Unlike Handbooks 2 and 3 of the Resources for Rural Development series, this particular handbook uses New York State as an example, in part because it is where we have been working, and in part because a presentation on Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, Vermont and West Virginia would have greatly lengthened the handbook. However, we believe the principles applied to New York are relevant to other states and that local people in these states will find the way we have organized New York materials useful to them.

By way of interest, this handbook is one of several byproducts of the Clinton County Service Accessibility Project which was supported by the Clinton County Rural Development Program under funds granted the State of New York by the federal Rural Development Act of 1972. The Clinton County Service Accessibility Project was directed by Dr. Peter H. Gore, of SUNY-Plattsburgh, and he is responsible for the key informant survey and crossroads survey approaches described in this handbook.

It is our hope that the handbook will be easily understood. The materials presented in the handbook are highly selective and we would appreciate suggestions as to sources that should be included in future editions.

Finally, aside from Dr. Gore, we wish to thank Eileem M. Stommes, Jerome T. Sandau, Diane E. Hopkins, Ann Marshall, James C. Preston, John P. Snyder, Donald J. White, and Stephen Phillip Johnson for their contributions to this project, and Gwendolyn Barrett who typed the handbook and oversaw its organization and production.

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PART I

INFORMATION PRESENTATION AND FUNDING

Introduction

The Rural Development Act of 1972 helped focus national attention on what has long been recognized by many residents of rural America: that rural counties lack many of the services and amenities common in American cities and metropolitan areas.

County and small town leaders, concerned citizens and other change agents find themselves confronted with many problems as they attempt to improve the quality of life in their areas. Their task is a difficult one. Much remains to be done; the developmental process is complex; and numerous pitfalls can appear to block even the best of efforts.

It is widely recognized that one major stumbling block to provision of services and amenities in rural areas has been Rural America's lack of access to resources. Local leaders must somehow find the resources--locally in some cases, from outside agencies and governments in others. In either case, basic to attempts to locate and develop appropriate resources lies the need for a solid, well-documented assessment of local needs and conditions. In fact, the developmental search might be phrased as being based upon three general tasks:

1. that of preparing a well-grounded, comprehensive, current documentation of an area's needs and existing situation;

2. that of locating and dealing with potential funding and assistance sources; and

3. that of presenting information in a clear, concise, and persuasive manner

The Documentation Problem

The Information Paradox. Local leaders are immediately confronted with an information paradox. They find themselves inundated in an information overload, swamped by overwhelming amounts of information; yet, at the same time, they find critical information inaccessible--apparently useful documents are physically unavailable, and/or they have difficulty sorting through the mass of literature available to find those few locally relevant nuggets which they need.

The Dearth of Local Area Data. Information and statistics of use to local practitioners has become increasingly available. The U.S. Census, state agency reports, and special data banks all contain information on local areas. For the most part, however, practitioners in small localities--particularly at the

village and town levels--find that the most widely disseminated and easily available information is not disaggregated for smaller geographical areas. Amidst the apparent plethora of facts and figures, then, the local practitioners frequently find themselves with a dearth of current, reliable information on specific local areas and local problems and needs.

The Lack of Local Resources. Local communities lack the necessary manpower to obtain their own data. They lack research staffs; and those local citizens capable of gathering such information are overburdened with myriad other tasks. Thus, local communities not only lack data, they lack the means to rectify the problem.

The Funding Problem

The lack of local resources in rural areas is a double handicap. Even when documentation is available, local area officials and concerned citizens must seek outside federal, state or private assistance. Yet their very lack of resources becomes a serious disadvantage as they seek such outside assistance--they lack staffs to seek out aid, to visit potential funding sources, and to run the bureaucratic gauntlet which frequently accompanies efforts to obtain assistance. Frequently the first step is the most difficult: many extension agents, rural citizens and decision makers have little idea of where assistance may be found.

Blockages in Presentation

Further, even when local practitioners can find relevant data and appropriate outside resource agencies, they find it difficult to convey in a meaningful format the importance and implications of that data to local decision-makers who may not have training and/or experience in data interpretation. Without the support and enthusiasm of these decision-makers, many programs cannot

be undertaken. Thus, even when accurate, impressive local area statistics are available, they may go unused in the local decision-making process because of this inability for local people to grasp their meaning immediately and intuitively.

The data utilization and dissemination problem becomes a vicious cycle in operation at two levels in the local community--that of local citizens who attempt to document and express their needs and desires to local decision-makers, and that of local decision-makers and extension agents who attempt to document and express their community's needs and desires to potential funding agencies. These local practitioners often seem to be afloat among reams of data without the resources to generate pertinent information, and without the background and time to find potential sources of assistance and present them with persuasive, cogent, current documentation for agency assistance.

This handbook is written with an eye to the needs of all people working to improve rural areas, particularly community leaders, local government officials, other community activists, and change agents. It addresses three basic problem areas: (1) how to gather information on the rural development needs of a community; (2) how to locate funding sources to help meet the community's rural development needs; and (3) how to present information in a clear, concise and persuasive manner to state, federal and foundation funding sources. Toward this end, it seeks to suggest the means by which rural development goals can more easily and efficiently be put into effect by busy people working at the local level.

A Word of Caution and Encouragement

Strategy and political skills are critical to the success of any attempt to promote rural and community development. But nothing is more critical than locating a real problem and convincing local leaders and decision makers as to the importance of its resolution.

Once you have located a pressing problem, you probably should begin by asking yourself who should be involved in this process. Those interested and concerned? Those opposed or who might present obstacles down the road? Those who have information and resources?

Next, it is helpful to identify the power structure in the community. Who determines what does or does not get done? Here you might think about such people as the mayor, city planners, bankers, legislators, chanber of commerce officers, union leaders, industrial leaders, state and local organization officers, community activists, environmentalists, local opinion leaders, officers of local welfare associations, clergymen, and so on.

In this regard, Al Hahn of Cornell University's College of Human Ecology has developed a helpful checklist to consider as you develop your strategy:

1. List all the *participants* involved in the issue you wish to analyze.
2. For each participant, try to decide why they are involved.
3. What is each participant's *position on the issue?*
4. Why have they taken that position? How intensely do they feel about it?
5. Considering the *resources* of the various participants and their *motivation to use them*, what do you think the final decision is likely to be?
6. List other individuals or groups that may have a *stake* in the issue but are not participating.

7. List others who may hold appropriate *authority* to decide the issue but are not participating.
8. Are there other individuals or groups you feel "ought" to be involved? Why?
9. For each of these individuals or groups, why are they not already involved?
10. How might the reasons for their noninvolvement be overcome?
11. What would their positions on the issue be?
12. What impact might their involvement have on the final decision?

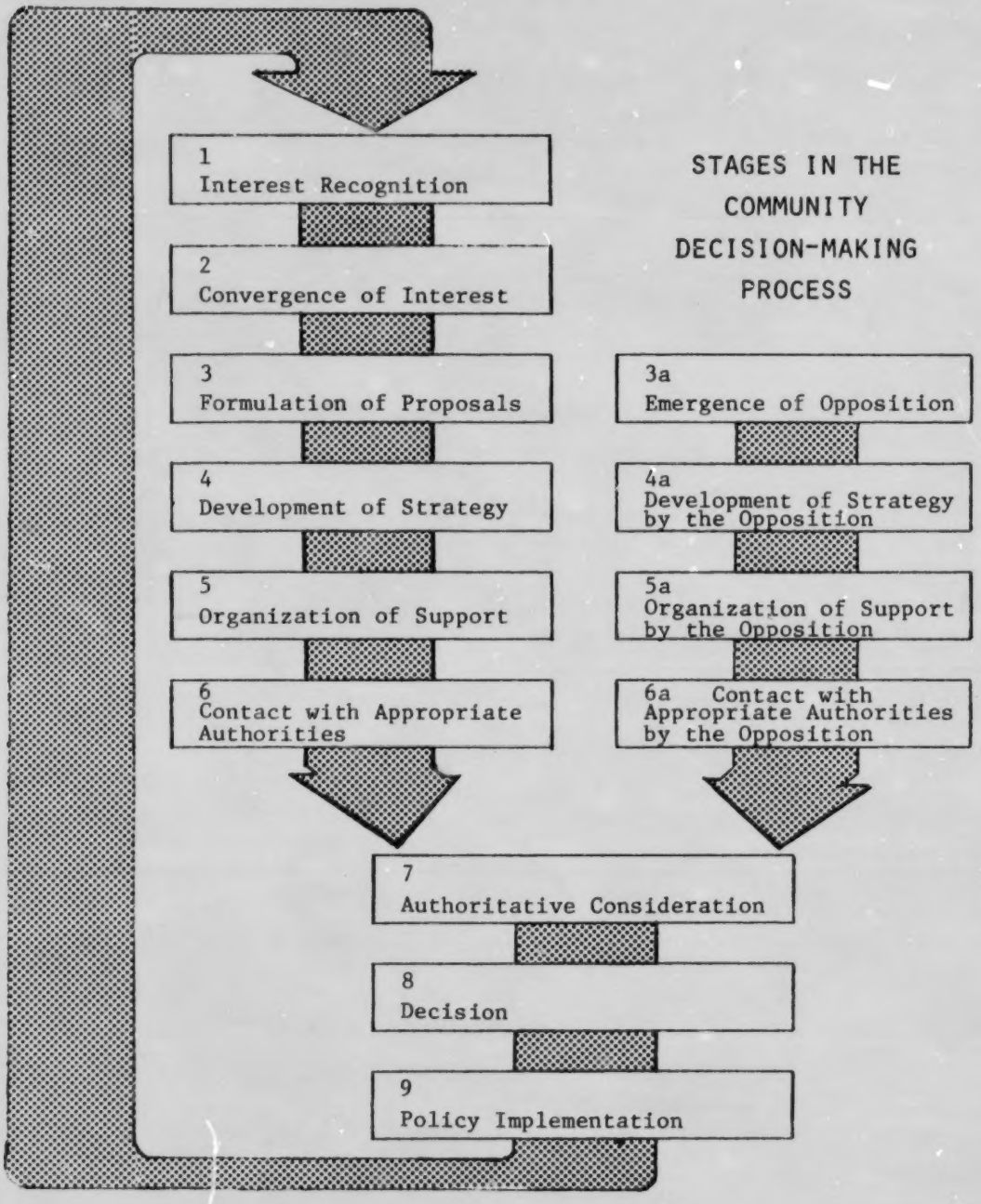
The knowledge these participants, leaders and decision makers have of the problem, their recognition of its importance, and their awareness of efforts toward its solution is important, often crucial, to the success of the effort. To aid you in understanding this process, the following items are suggested.

"How Are Community Decisions Made?" "Who Decides?: Participants in Community Decision Making," and "How Well Are We Represented?: Decision Makers and the Rest of the Community."

Three short information pieces by Alan J. Hahn that should be quite useful to those seeking insight into the basic principles of community decision making. Cited as Information Bulletins 53, 54, 55 in the Social Sciences. February 1973. Single copies free.

Available from: Publications Office
New York State College of Human Ecology
Cornell University
Ithaca, New York 14853

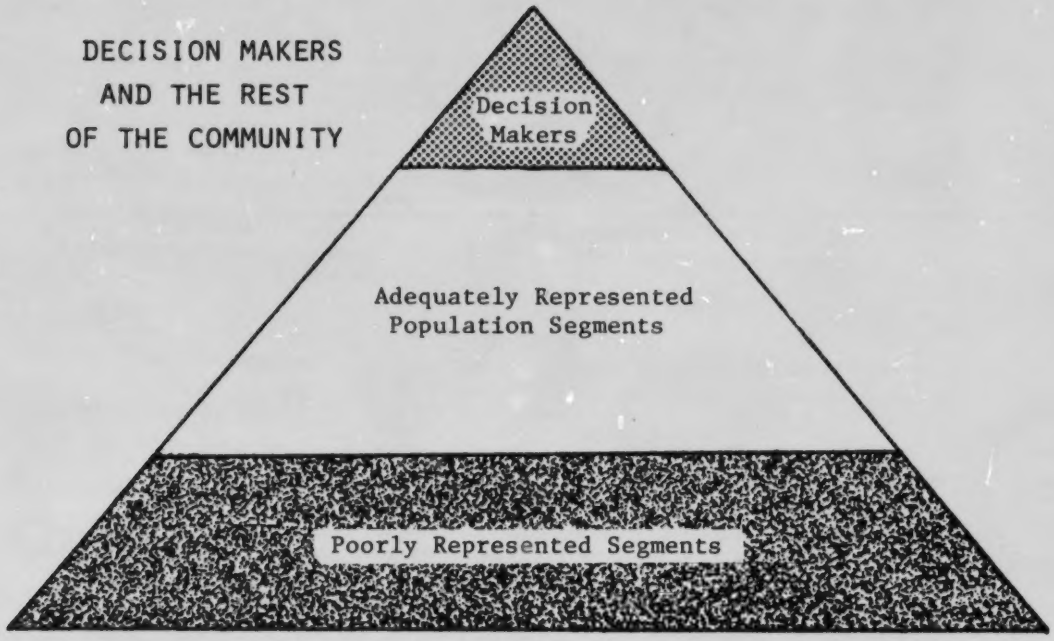
The basic strategy developed by Al Hahn in these studies is presented in the following two diagrams he has developed.


STAGES IN THE COMMUNITY DECISION-MAKING PROCESS
1 Interest Recognition
2 Convergence of Interest
3 Formulation of Proposals
4 Development of Strategy
5 Organization of Support
6 Contact with Appropriate Authorities
3a Emergence of Opposition
4a Development of Strategy by the Opposition
5a Organization of Support by the Opposition
6a Contact with Appropriate Authorities by the Opposition
7 Authoritative Consideration
8 Decision
9 Policy Implementation

"How Are Decisions Made"

An examination of the stages in the community decision-making process.

"While the value of organization in increasing the adequacy of representation may be recognized, the obstacles to effective organization are frequently underemphasized. It has been observed that 'the territory of American politics is like a plateau with steep cliffs on all sides rather than like a pyramid.... The most important battle waged by any group...is the struggle to climb into the plateau.' Unfortunately, this struggle depends on the present decision makers' determination and ability to resist and also on the skills of the new leaders and strength of the organizations behind them.... As a consequence, the development of strategies for community change needs to take into account both the decision makers and the rest of the community."



"Who Decides? Participants in Community Decision Making"

An analysis of the community decision-making process examining the motivation of its participants and suggesting strategies to include more citizens in the process.

"While larger percentages of the population may vote in regular elections and referendums or participate in certain controversial issues, it seems clear from several studies that active and direct involvement is more often limited to five percent or less of the adult population. A fundamental fact about participation...is that it is not equally distributed throughout the population. Upper-status people participate at much higher rates than do lower-status citizens. Consequently, decision makers are clearly not typical of the total population...."

A helpful summary of the literature on community development can be obtained from the Extension Division, University of Missouri, Columbia, Missouri 65201. It is by Donald W. Littrell and entitled The Theory and Practice of Community Development: A Guide for Practitioners.

Other studies on this topic which might be useful to those wishing to have a better understanding of the techniques of community mobilization are:

Batten, T. R. Training for Community Development. London: Oxford Press, 1962.

Bennett, Austin E. Reflections on Community Development Education. Orono, Maine: The Northeast Regional Extension Public Affairs Committee, 1969.

Biddle, William W., and Loureide J. Biddle. The Community Development Process. New York: Holt, Rinehart & Winston, Inc., 1965.

Community Leadership and Decision-Making: Proceedings of the Third Annual Urban Policy Conference. Bulletin No. 842. Iowa City: The University of Iowa, 1966.

Gardner, John W. Self Renewal. New York: Harper & Row, 1963.

Goodenough, Ward Hunt. Cooperation in Change. New York: Russell Sage Foundation, 1963.

Pranger, Robert J. The Eclipse of Citizenship. New York: Holt, Rinehart & Winston, Inc., 1968.

Sanders, Irwin T. The Community: An Introduction to a Social System. New York: Ronald Press Co., 1958.

The key thing to remember is that with your own spirit and the help of others in the community, you can do it! Probably the main three points to keep in mind are:

1. Know what can be done to make your own community a better place to live and work. Remember rural development is:

   - People Development

   It includes good education and job training opportunities; good health and nutrition; expanded social outreach to youth, the aged, the disadvantaged. It's community leadership, income security, and cultural growth. People are the basis of development.

- Economic Development

Millions of youths would rather stay in rural America if they could find satisfying jobs. Making your community a better place to live and work includes the creation of jobs by expanding business, attracting investment, and increasing farm incomes.

- Community Facilities

If your community lacks public water and sewer systems, adequate housing, gas and electricity, telephones or transportation--there are ways to get them.

- Environmental Improvement

The preservation and restoration of the natural beauty of rural America means clean air, clear lakes and streams, unspoiled mountains and shorelines. It is the improvement of soil, water and timber resources and the development of recreational lands for America. Environmental improvement invites development.

2. Know how to do something about it. Know who to see, how to get started and how to get your community to work to help you.

   - Discuss rural development with others. Explore their interest. Get their support.

   - Aside from the people presented above, see, where necessary, local representatives of such agencies as Cooperative Extension Service, Farmers Home Administration, Rural Electrification Administration, various state agencies, and so on.

3. Take the initiative. Remember, few people know your community, its people and its needs better than you.

An interesting document to help you evaluate your community needs is:

Community Report Card

A short checklist on community needs and problems, available free from:

Rural Development
U.S. Department of Agriculture
Room 242-E
Washington, D.C. 20250

PART II

SOURCES

OF

DATA

Introduction

The types of information that individuals might need in pursuing local development are virtually uncountable. Such a vast amount of information exists on such a wide variety of topics that it is impossible to list them all. Therefore, this handbook will confine itself to the most broadly needed areas related generally to human concerns--the types of information most common to proposals for federal grants and programs related to human services. This section will give a broad introduction to the area, rather than an exhaustive list of detailed data. Specifically, it will offer information of three types:

1. A guide to existing information. These are sources of printed information readily available which should furnish data for most local needs.

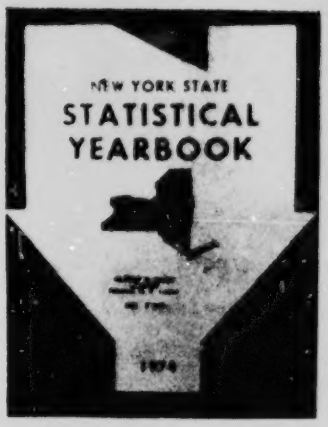
2. A guide to sources of continuing information. Because data are constantly being updated and generated, sources of data become outdated. This section includes general sources for new and continuing data.

3. A guide to creating local-level data. Occasionally, local areas require data which simply is not available, particularly information on resident's attitudes, feelings, and habits, e.g. "How do residents of our town feel about _____issue? or "Where do most people shop for _____?") This section will offer several methods for coping with this problem, emphasizing methods simple and inexpensive enough not to be beyond the means of rural counties.

Existing References

The following printed works currently available offer a basic library of data on New York Counties. SIMILAR MATERIALS ARE AVAILABLE FOR OTHER STATES IN THE NORTHEAST REGION.

"New York State Statistical Yearbook"



Most comprehensive single source on New York State data. Includes brief summary duties of all state agencies, lists of titles and frequencies of publications by agencies as index to data available from each agency. Includes data for each county in wide variety of areas, including population and vital statistics; work force, employment and earnings; personal income; commerce and industry; banking and insurance; transportation and public utilities; agriculture and minerals; state and local government finances; education; public health and welfare; public safety; natural resources; elections. Includes comparisons of New York with other states.

Source for ordering: Publications Office
New York State Division of the Budget
State Capitol
Albany, NY 12224

(Sent free to school and public libraries, state, federal, local officials and jurisdictions. Single copy 1974 ed., $3.00. If subsequent issues are not available for 1976, the 1974 Yearbook can be used with updating estimates.)

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"County and City Data Book, 1972"

Extensive listing of statistics from all major Censuses for each county and all cities over 25,000 in U.S. Includes up to 494 items of information. Most comprehensive single volume for U.S. counties.
Published every five years, $18.65

Source for ordering: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

"The People of New York State Counties"

A series of 57 pamphlets, one for each New York County, based mainly on 1970 U.S. Census data. Each pamphlet is approximately 48 pages and contains 32 tables on selected items; includes some 1960-1970 comparisons. Published as Cornell Community Resource Development Series bulletins. $1 each.

Specify county desired and order from: Mailing Room
Building 7
Research Park
Cornell University
Ithaca, N.Y. 14853

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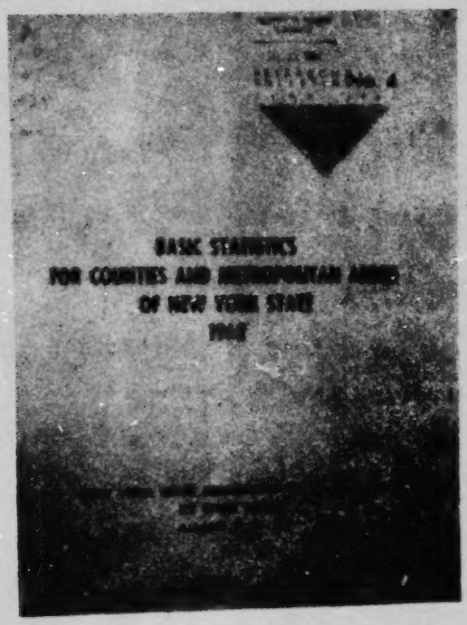

"Basic Statistics for Counties and Metropolitan Areas of New York State" (Research Bulletin #17), January 1973

Concise summary of basic information for each county--each county information contained on front and back of a single 8" x 11" sheet. Includes population, employment, income, manufacturing, trade and services, agriculture, names of principal county employers and brief description of county.

Source for ordering: New York State Department of Commerce
99 Washington Avenue
Albany, NY 12210

(New York) "Community Profile Series"

12-volume series, one for each New York State planning region. Volumes range from 70-130 pages. Ranks cities and towns in each county on 15 different data items (as relative size, wealth, urbanism, housing quality, etc.) against other towns in the county, against the planning region and the state. Gives quick impression of relative standing of the particular town or city. July 1969. This was published by an office no longer in existence. However, you may be able to run a copy down in a planning office, which is why we have included a photocopy of cover. Publisher was: New York State Office of Planning Coordination
488 Broadway
Albany, NY 12207

BEST COPY AVAILABLE

"New York Small Area Planning Information Profiles"

Series of profiles for each Census tract, enumeration district, village, city, town, county, and planning and development region in New York. Each profile presented on a single page and includes such information as 1970 population, land and water area in acres, and selected 1970 Census socioeconomic data including age, household relationship, labor force status, occupation, poverty status, education, mobility, residence in 1965, type of structure, occupancy status, age of structure. Prepared April 1974. Copies free.

Contact: Data and Systems Bureau
Economic Development Board
17th Floor
Alfred E. Smith Office Building
Albany, NY 12225

In addition to the above references, the United States Bureau of the Census issues numerous publications with different types of information. Two of the publications which include commonly used data are listed below. Following those are two additional Bureau of Census publications which provide information on which Census publications contain what types of data:

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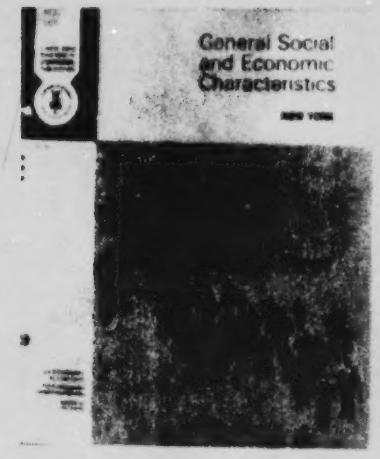
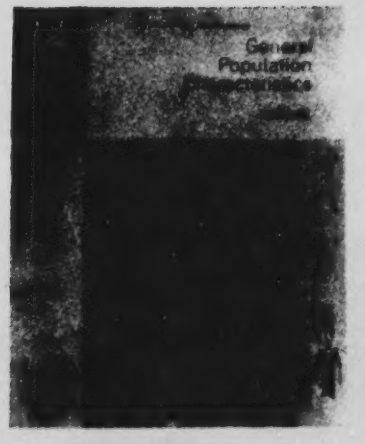
"Census of Population: 1970, General Social and Economic Characteristics (Final Report PC(1)-C34 New York)"



Detailed information on social and economic characteristics such as education, parentage, family composition, employment status, occupation, family income, poverty figures, etc. Includes data for counties and for places of 2,500 to 10,000 population as well as similar figures for the state and large areas, and separate figures for Negro, Spanish heritage, rural farm and nonfarm populations. $3.25

Order from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402



"Census of Population: 1970, General Population Characteristics (Final Report PC(1)-B34 New York)"

Summary population figures including number of inhabitants, race, sex, age, family, marital status, etc. Includes data for counties, places 2,500 to 10,000 population, and limited population data for places 1,000 to 2,500 population, and townships. $1.75.

Order from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

THESE CENSUS REPORTS ARE AVAILABLE FOR OTHER STATES IN THE NORTH-EAST REGION.

"Census Data for Community Action"

A 20-page pamphlet which gives examples of how Census Data can be used by local groups, and information on where to obtain additional Census information. Prepared by Gary M. Young, August 1975. 50¢

Source for ordering: Data Access and Use Laboratory
Data User Services Division
Bureau of the Census
Washington, DC 20233

BEST COPY AVAILABLE

"Bureau of the Census Guide to Programs and Publications"

1973 publication listing Census publications and the types of data contained in each; includes geographic index which helps locate data available on numerous topics for specific geographic areas. This publication does not contain Census statistics; it is a guide to Census publications which might have data relevant to specific needs. 228 pp; $2.45.

Source for ordering: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Continuing References

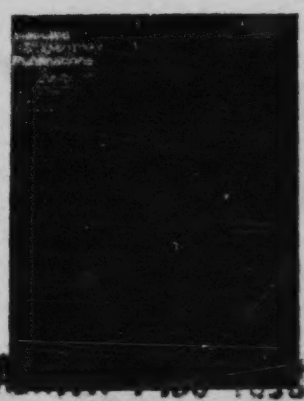
Rural development means change, and change implies a constant updating and gathering of relevant information as the local situation and local needs change. Thus, while printed information may be useful, even the best information all too quickly becomes outdated. Thus, this section offers some ideas on places and information sources where one may keep abreast of new data.

Until recently, several offices were set up specifically to keep running tabs on information. The New York State Office of Planning Services, 12 regional planning regions, and local county offices of planning offices were the primary sources of continuing data. You might check with your state representatives to determine which agencies are responsible for these functions.

Additionally, however, several continuing publications offer access to new information and other agencies can prepare special information which localities desire. These publications include the following:

"Selected U.S. Government Publications"

A monthly pamphlet, generally 12-16 pages, listing a variety of current U.S. government publications, each with a short synopsis, price and order blank. The pamphlet is free, and contains publications of interest to a wide variety of readers.



To get on the mailing list, write: Public Documents Distribution Center
5801 Tabor Avenue
Philadelphia, PA 19120

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"Publications Accouncements" series

The Census Bureau issues special order forms for most of its new publications which contain brief descriptions of content and prices. These are issued periodically as new publications become available.

To get on the mailing list, write:

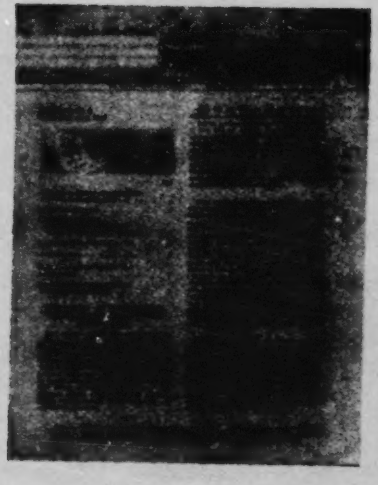
Public Documents Distribution Center
5801 Tabor Avenue
Philadelphia, PA 19120

and specify which of the following 19 categories of information you are interested in: population; housing; geography; foreign trade; agriculture; governments; construction; manufactures; mineral industries; wholesale trade; retail trade; selected service industries transportation; enterprise statistics; outlying areas; current surveys; methodological studies; data available on computer tapes; and catalogs, guides, directories, indexes, and general summaries.

"Current Population Reports"

Eight series of reports with up-to-date U.S. statistics, including population characteristics, special studies, population estimates and projections, farm population, special census, and others. "P-26" series includes current population estimates for counties. Subscription available only for entire series, and is expensive ($56.00/yearly), but series are available in major libraries, and copies of individual reports may be ordered singly once a particularly useful publication has been identified.

Information from: Publications Distribution Section
Social and Economic Statistics Administration
Washington, DC 20233



"Data User News"

A monthly newsletter published by U.S. Department of Commerce containing notes of new Census publications, use of Census data, plans for upcoming surveys, articles on how readers have used Census data, etc. Eight pages, $4 per year.

Source for ordering: Subscriber Services Section
(Publications)
Social and Economic Statistics Administration
Washington, DC 20233

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"New York Demographic Projections"

Population projections at 5-year intervals through the year 2,000 for each county, planning and development region, and Standard Metropolitan Statistical Area in New York. Updated periodically (first done June 1972; revision, June 1974). This was published by an office no longer in existence. However, you may be able to run a copy down in a planning office. Publisher was:

New York State Office of Planning Services
488 Broadway
Albany, NY 12207

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Department of Rural Sociology
Census Retrieval Operation

The Department of Rural Sociology at Cornell University maintains a data bank of computer tapes with extensive information from the various U.S. Censuses. From the tapes, it can obtain information on specific counties and sub-county units that are not published in regular Census reports.

For estimate of costs of this service, contact: Dr. Joe D. Francis
Department of Rural Sociology
333 Warren Hall
Cornell University
Ithaca, NY 14853

SYSTEMS SIMILAR TO THOSE PRESENTED BELOW ARE FOUND IN OTHER NORTH-EAST REGION STATES.

In addition to these specific sources, the State of New York is divided into a number of planning and development regions. Each of these planning regions may serve as a source for further information on any particular area.

Also, because of the difficulty of finding and obtaining government publications--including Census reports--the Congress has set up a system of Government Depository Libraries to make federal publications more readily available. The libraries will not loan out certain publications and you will have to plan on using or copying them there.

The Bureau of the Census furnishes copies of its reports to libraries designated as Census Depository Libraries. The New York Libraries listed below receive one or more classes of Census Bureau publications. They are classified by type of holding as follows:

Class A: All classes of Census Bureau publications

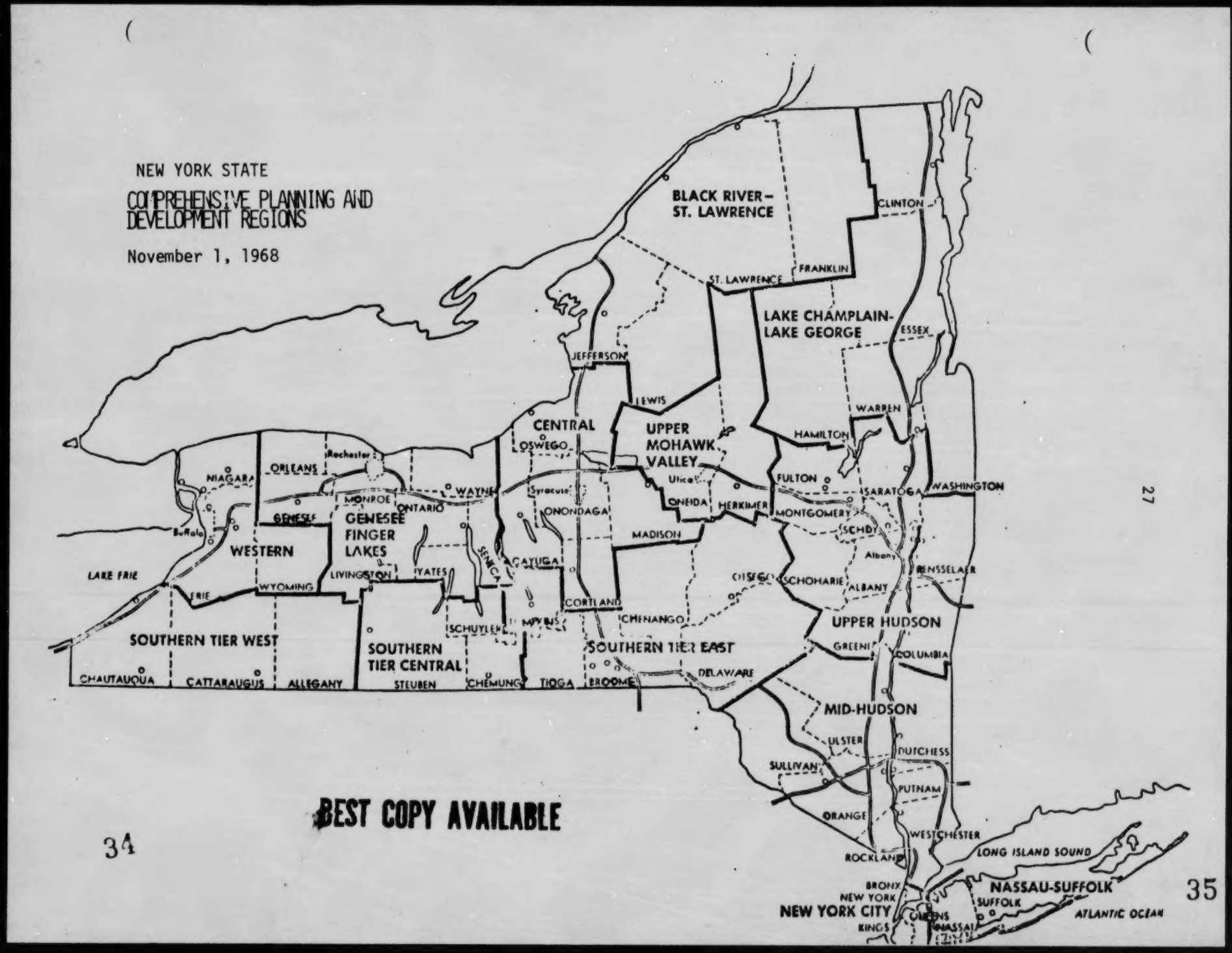
Class B: Census Bureau reports of major periodic censuses (agriculture, business, construction, industries, governments, housing, manufacturers, mineral industries, population, and transportation)

Class C: Selected Census Bureau publications (for example, one or more of the following: Bureau of the Census Catalog, Statistical Abstract of the United States, County and City Data Book, Current Population Reports, Current Housing Reports, Annual Survey of Manufacturers; and, in addition or exclusively, certain of the Class B reports)

Albany	New York State Library--Class A State University of New York at Albany Library--Class B
Annandale-on-Hudson	Bard College Library--Class A
Auburn	Seymour Library--Class C
Aurora	Wells College Library--Class A
Bayside	Queensborough Community College Library--Class C
Brockport	State University of New York, Drake Memorial Library--Class C

Bronx	Herbert H. Lehman College Library--Class C New York Public Library, Mott Haven Branch--Class C
Bronxville	Sarah Lawrence College Library--Class C
Brooklyn	Brooklyn College Library--Class C Brooklyn Public Library--Class C Polytechnic Institute of Brooklyn, Spicer Library--Class C Pratt Institute Library--Class B State University of New York, Downstate Medical Center Library--Class C
Buffalo	Buffalo and Erie County Public Library--Class A State University of New York at Buffalo, Lockwood Memorial Library--Class B
Canton	St. Lawrence University, Owen D. Young Library--Class C
Clinton	Hamilton College Library--Class A
Corning	Corning Community College, Arthur A. Houghton, Jr. Library--Class C
Cortland	State University of New York, College at Cortland, Memorial Library--Class C
Delhi	State University Agricultural and Technical College Library--Class C
Douglaston	Cathedral College Library--Class C
Elmira	Elmira College, Gannett-Tripp Learning Center --Class C
Farmingdale	State University Agricultural and Technical Institute at Farmingdale Library--Class C
Flushing	Queens College, Paul Klapper Library--Class A
Garden City	Adelphi University, Swirbul Library--Class C
Geneseo	State University College, Milne Library--Class C
Greenvale	C.W. Post College, B. Davis Schwartz Memorial Library--Class C
Hamilton	Colgate University Library--Class C
Hempstead	Hofstra University Library--Class C
Huntington	Huntington Public Library--Class C
Ithaca	Cornell University Library--Class B New York State Colleges of Agriculture and Home Economics, Albert R. Mann Library--Class C
Jamaica	Queens Borough Public Library--Class B
Jamestown	James Prendergast Free Library--Class A

Kings Point	U.S. Merchant Marine Academy Library--Class C
New Paltz	State University College Library--Class C
New York City	City University of New York, City College Library --Class B College of Insurance, Ecker Library--Class C Columbia University Libraries--Class B Cooper Union Library--Class C Fordham University Library--Class B Municipal Reference Library--Class B New York Law Institute Library--Class C New York Public Library (Astor Branch)--Class A New York Public Library (Lenox Branch)--Class A New York University Libraries--Class B New York University, Law Library--Class B State University of New York, Maritime College Library--Class C
Newburg	Newburg Free Library--Class C
Oakdale	Dowling College Library--Class C
Oneonta	Huntington Memorial Library--Class A State University College, James M. Milne Library--Class C
Oswego	State University College, Penfield Library--Class C
Plattsburgh	State University College, Benjamin F. Feinberg Library--Class C
Potsdam	Clarkson College of Technology. Harriet Call Burnap Memorial College, Frederick W. Crumb Memorial Library--Class C
Poughkeepsie	Vassar College Library--Class B
Purchase	State University of New York, College at Purchase Library--Class C
Rochester	Rochester Public Library--Class B University of Rochester Library--Class A
St. Bonaventure	St. Bonaventure College, Friedsam Memorial Library--Class C
Saratoga Springs	Skidmore College Library--Class B
Schnectady	Union College, Schaffer Library--Class C
Staten Island (Grymes Hill)	Wagner College, Horrmann Library--Class C
Stony Brook	State University of New York at Stony Brook Library--Class C
Syracuse	Public Library--Class A Syracuse University Library--Class B
Troy	Rensselaer Polytechnic Institute Library--Class A Troy Public Library--Class C



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Data Creation

Community Surveys

Despite the tremendous amount of information available, there are times when the exact data needed do not seem to exist. This is particularly true for certain types of data: views of local residents about issues, needs priorities, etc.; habits of local residents, e.g., where they shop, obtain services, etc.; whether they would support or oppose or work with certain projects. Additionally, sometimes data needed are not available for particular small areas -- especially small rural hamlets, perhaps an election precinct, a school district, a neighborhood.

Sometimes this information has been gathered -- colleges, some private research companies and businesses, and local and regional planning bodies from time to time conduct surveys which reflect these types of information. Unfortunately, there appear to be no convenient source books giving access to these types of data. At this point, the "random search method" is the only way to find this kind of data; keeping one's ears open, checking with librarians, faculty members, and students; wandering aimlessly about in offices and libraries and tripping over the right shelves seem to be as good approaches as any.

At the local level, village officials may be a useful contact, as many agencies frequently send such publications to local office holders. Additionally, each community usually has its own informal historian, a man or women who makes it a point to collect information, anecdotes, publications, etc.

Occasionally, it is possible that a community will need to generate its own information, in which case a community survey might be desired. Several publications offer ideas for conducting such surveys. These include:

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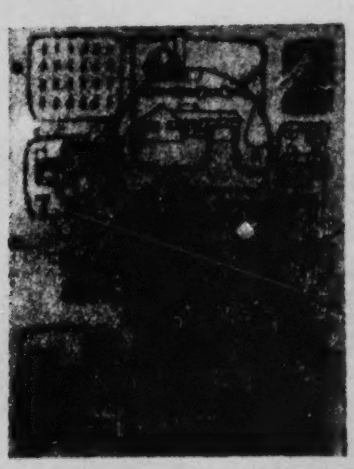
Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments

A 105-page pamphlet written for local government officials interested in obtaining information on local communities. Includes survey techniques, procedures, and costs, but also discussion of uses of surveys and the "dangers and pitfalls" in use of surveys. Includes sample questionnaires and bibliography. Easy to read and understand. Prepared by Kenneth Webb and Harry P. Hatry, 1973. $1.95

Order from: Publications Office
The Urban Institute
2100 M Street, NW
Washington, DC 20037
(Refer to URI-18000 when ordering.)

The Community Survey: Its Use in Development and Action Programs



A 65-page pamphlet designed for community groups interested in gathering information on their communities. Discusses organizing for survey, constructing questionnaires, sampling, distributing and collecting questionnaires, analysis, interpretation and use of results. Nearly one-half of the pamphlet is composed of sample questions which could be adapted to other communities. Prepared by C. Phillip Baumel, Daryl J. Hobbs, Ronald C. Powers, November 1974. No price indicated.

Available from: Cooperative Extension Service
Iowa State University of
Science & Technology
Ames, IA 50012

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Studying Your Community

A book written by a recognized authority on American communities specifically for local community groups and leaders. In addition to useful chapters on organizing community surveys and aids to carrying out such surveys, the book contains discussions of many aspects of the community which provide useful background for consideration. Prepared by Roland L. Warren, 1965. Paperback $3.95.

Available from: Free Press
MacMillan Company
866 Third Avenue
New York, NY 10022

How to Gather Data About Your Neighborhood

Pamphlet designed to show details of gathering information on your community, concentrating on education, health, social welfare, governmental operations, economics, and the physical make-up of the community

Free copy available from:

American Society of Planning Officials
1313 East Sixtieth Street
Chicago, IL 60637

Organizing and Conducting Community Surveys

A short handbook emphasizing the process of creating and conducting community surveys. Includes hints on forming committees, organizing the survey, things to plan for, etc. Includes sample forms, fact sheets to be used with surveys, as well as several sample questionnaires. Prepared by Joseph T. Newlin, 1974. $1.00.

Order from: Bulletin Room
Colorado State University
Fort Collins, CO 80523

Key Informant Survey

At times, it may not be possible or desirable to conduct a community survey, even one dealing with only a few specific questions. Time may be too short; there may be too few people to carry out a survey; there may not be funds for questionnaires, and so on. Through the Clinton County Rural Development Project, a group of researchers in Cornell's Rural Sociology Department has developed two simple, inexpensive, but effective ways of getting types of information frequently needed by community groups. These are the "crossroads" survey and the "key informant" survey.

For some types of information, the informal "key informant" survey may provide necessary local-level data. The "key informant" survey is simply what it sounds like -- getting information from a few individuals who have extensive knowledge about the communities in which they live. In each community some people hold positions which give them much information about local residents' economic and social behavior. These are people who, generally because of the nature of their jobs, are constantly in contact with community residents. Such persons might be postmasters, clergymen, store clerks, utilities workers, gas station attendants, policemen or sheriff's deputies, extension workers, or businessmen who deal with a large portion of the locality's residents.

"Key informants" have been found to be particularly helpful for two general types of information: 1) location of specific community facilities, such as local gathering places (for example, where groups of local residents "meet," e.g. at a particular store, a cafe, a club, etc.); 2) service accessibility (for example, where local people generally go to see a physician, a dentist, to buy pharmaceuticals, or go to the hospital, or to purchase certain types of goods, etc.).

"Key informant" interviews are generally short -- 15 to 30 minutes has been the usual length. Because they are short, the interviewer does not usually have to set up an appointment. Instead, he or she may call upon the "key informant" in his place of business during business hours.

Several general questions need to be answered before conducting "key informant" surveys. They include the following:

1. What localities should be investigated. Some localities may be eliminated because they are close to a major service center or because there appear to be no services at all. Other localities may be eliminated because key informants in larger places will be sufficiently informed to supply the information about the smaller ones, or because there are no "key informants."

2. How many "key informants" should be interviewed in a given locality? The size of the locality is one consideration. Localities with many services will tend to have larger service areas and more constituents than localities with fewer services. Thus, more key informant interviews should be made in larger localities. In research done at Cornell University, one, two, or three interviews per locality seemed sufficient depending on whether the locality seemed to have a low, medium, or high level of complexity.

3. Who should be interviewed? The "key informant" survey looks for people whose positions in the locality give them an overview of how the residents of the locality behave. If a locality does not have such a person, it is probably not a coherent or economically important place.

There is, however, the problem created by the increase in specialization that comes with more services in a locality. The manager of a Grand Union, for instance, is not in the position to view the behavior of his fellow residents as frequently or intimately as a small grocery store owner in a small locality. In Cornell University studies, store owners, postmasters, local newspaper editors and ministers were given first consideration as key informants. In locating key informants, remember that it is rare for one person to have specific information on a wide range of subjects, so try to relate the informant to the area being studied; for instance, using a bus driver for transport, or a pharmacist for health.

4. What services will be inquired about? Look for services that can be ranked according to how important they are, i.e. how important it is that they be convenient. Also, try to find out why certain services are absent, as well as local residents' perceptions of unmet needs.

5. How do we interview people? Since the key informant will be giving his time, conciseness is an important consideration. Decisions as to the mode of interviewing (phone, personal, having the key informant fill out the form or copying down his responses) will have to be made, but regardless of the type of interview it is generally good to write a questionnaire to be used in each interview. This will assure that the same questions are asked to each person, and provide a standard form for recording answers.

The questionnaire should be tested before it is used to make sure it is understandable and is getting the information wanted. Such a "pre-test" usually results in rephrasing of some questions. An adequate test is about four to eight interviews. Since the chief consideration at this point is how well the questions are understood, it is not necessary to

test them on key informants. The questionnaire may be pretested on any local person.

Results of "key informant" surveys can be presented just as one would present results of more formal sample surveys, that is, "from the basis of our interviews we found that about ____ percent of local residents shopped for _____ in _____." Perhaps the key to usefulness of these -- and any -- survey results lie in their presentation. Presentation is described in considerable detail in a later section of this handbook.

Crossroads Survey

One type of useful local information which is not generally available is the exact location of services and facilities in a given area. This type of information has numerous uses, and when combined and presented visually with the more commonly available data on an area it can produce startling insights into the services and facilities available in relation to the need of a given area. Such information can be extremely important in evaluating an area's needs, and in presenting these needs to either local decision makers or outside agencies and possible funding sources.

This type of data is illustrated visually in the following chapter, but it seems useful to offer at this point several examples of its potential use. In one county, for instance, a map showing location of 4-H clubs was compared to a map showing location of children of 4-H age, using an overhead projector and locally-made overlays. This visual presentation suggested to 4-H leaders possible locations which, because of their high number of children, seemed to offer potential sites for new 4-H clubs. In

another community, a similar comparison showed several previously unconsidered public sites which could be used for distribution of food stamps to needy elderly persons.

To obtain this type of information, one needs to inventory in an efficient way an area's services in relation to the localities where they exist. Generally, only two types of secondary resources are available -- a telephone book, and in some areas, a county or area community services directory. These resources, however, are neither exhaustive nor do they always distinguish among the various service localities within sub-areas of the county. The "Crossroads Survey" is one method of overcoming these shortcomings in secondary sources. This survey entails simply driving to each of the crossroads in the area and listing all the services and organizations that are evident upon sight. In larger crossroads -- as a county seat -- such a survey becomes relatively difficult and time consuming, but the great many slightly populated localities in rural counties make such a survey a fairly simple matter. In this manner, all the different sites for various services in the area can be identified.

Frequently, even this type of survey does not get every single location. For instance, it may miss the beauty parlor operated out of someone's home, the club building that doubles as a place for local dances or movies, etc. By combining results of the crossroads survey with such secondary sources as the telephone book and information from "key informants" on location of facilities and services, however, it is possible to create a comprehensive picture of an area's existing services and facilities.

The following are suggested steps and hints for conducting such a survey.

1. Check the secondary sources (telephone books, commercial directories, etc.) first to get an idea of the number and kinds of services in a given area. This will give a good idea of what to expect when driving through the area.

2. Obtain a good map of the planning area, preferably one that includes the names of crossroads. At the very least, the map should include all roads, from interstate highways to unimproved earth roads.

3. Carefully plan the routes in undertaking the "crossroads" survey. Usually, the less backtracking one does, the more localities can be covered in the allocated time, and the less gas will be consumed.

4. Drive along all routes that pass through a locality, for these are where the commercial services are likely to be located. In the larger locality, one must check the parallel streets on either side of the thoroughfare. When passing through intersections, glance down to both ends of the street being crossed; churches are frequently located in residential sections. Of course, it is always possible one will turn up a beauty parlor that operates out of someone's front porch.

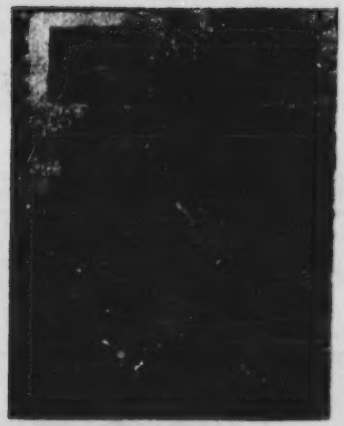
5. When driving through a locality, note the full name of the various establishments and services so that later confusion will be minimized, e.g. "Samples General Store," the "Barndoor Grill," etc.

6. Some firms will be located outside the legal or apparent limits of a locality. It becomes a problem, then, to attach the service to a locality. The safest tactic seems to be to note its setting exactly and attach it to a locality when supplemental information has been obtained.

7. After the drive-through survey has been completed, cross-check this listing with the secondary sources to fill out the inventory and make it more complete.

More information and a detailed example of this type of survey is presented in "The Crossroads Survey." For a free copy, write:

Peter H. Gore
Miner Center
P.O. Box 376
Chazy, NY 12921



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PART III

DATA PRESENTATION

Introduction

It is one thing to have information. For information to be useful, it must be presented in such a way as to give a concise, appropriate picture of the situation and needs. Whether one sends a letter, fills out specific application forms to a federal agency, or merely speaks to local town, village, or county officials, there are some generally accepted guidelines for data presentation which can enhance the clarity of a presentation. Additionally, it is possible to prepare at little cost and with remarkably little effort, sets of visual aids which can graphically illustrate data better than either written or oral summaries. This section discusses both of these types of presentations and includes a detailed description of preparation of visual aids.

It must be kept in mind, of course, that while one's chances of obtaining assistance can be increased by manner of presentation, one's success will depend also upon available funding, agency priorities and guidelines, and the appropriateness of the application to agency interests.

Suggested Format for Presenting Information

It is usually desirable to combine local survey results with data obtained from the wide range of secondary sources described earlier, such as statistical yearbooks and Census data. In doing so, one must be careful not to overwhelm the reader or listener. And, care must be taken to insure that the presentation has a concise, logical flow that allows it to be quickly understood, favorably received and acted upon.

Probably the best way to begin a report is to state clearly the problem to which it is directed. Best results are obtained when this is presented in a short question of fewer than 25 words. For example:

> Over 40 percent of northern (x) county residents are over 65 years old; yet, the nearest health facilities are 30 miles away.

Often the report will address several problems, and these should be separately presented. For an oral presentation, one good strategy is to write these problem statements clearly on a blackboard or large poster paper to keep them constantly before the audience. Or, one may also type them on sheets of paper distributed to the audience.

Once the problem is presented, successful strategies frequently state a proposal for resolving the problem. After the proposal is made,

one should document the problem and support the proposal through the use of secondary data and survey results. When giving oral presentations, it is useful to prepare a short proposal statement and in one way or another keep it in front of the audience. For example:

> Thus, many county residents with greatest need are forced to travel long distances for services. Do the hardships this causes justify building a new clinic? Are there alternatives, such as a mobile clinic, a special outreach program, etc.?

Before advocating a specific proposal, one should also reflect on those persons most likely to respond to the proposal, their interests, and their usual policy positions on such matters. Thinking this through will help anticipate questions, prepare for opposition and buttress favorable perspectives. That is, to enhance the possibility of success, one should know one's audience, their interests, and their likely initial response to a proposal or presentation. By anticipating criticism, one can be prepared to respond with data if and when criticism arises. And, one can use data to support or reinforce favorable views held by members of the audience.

One useful way to plan a successful strategy is to conceive of the local community as a network of games. Everyone is playing a game which he wants to win. Your task is to understand the other players' games and use that understanding to formulate a winning game plan of your own.

One suggested way to present data is to begin with general background information and move gradually toward the details surrounding your particular problem. Using our example problem, one might begin with some general statements about health care for the elderly in rural America. From there, one could describe the problems in rural New York and various parts of your county. It is usually helpful to give some comparison between the county

under consideration and other counties; one can find such comparative data on most topics. Once this background is painted, the presentation would then move into the specific details, using personally-collected survey results, interviews, and so on.

Sometimes it is helpful to begin the data presentation with a startling fact:

> "74% of the elderly people we interviewed said they had great difficulty getting to the hospital in center city."
>
> "Let me give you the background to this problem. First elderly people in our county have poorer health care than elsewhere in rural America. National statistics show..."etc.

Then the presentation should move to the strategy just described.

The following section offers several specific suggestions on how to write proposals and how to use visual displays to back up oral presentations. The techniques described will work best if one keeps in mind the points made here:

1. A lot of secondary data exists, and one can use fairly simple survey techniques to tie it into one's own community problem.
2. Try to conceive of the presentation in terms of a logical process from:
   a. Statement of the problem;
   b. proposed policy options for resolving it;
   c. facts establishing the problem and backing up the proposed policy options; to
   d. conclusion relating problem to policy.

3. Follow the pattern of moving from general background data to survey data unless there are good strategy reasons for doing otherwise.
4. Concentrate on strategy and games; anticipate both opposition and support and be prepared to respond to either.

Written Proposals

A proposal is a clear, concise, written request for funds based on identified needs, documented by factual information which is presented to a granting agency for consideration to support a specific idea, project or program.

Proposals are written for financial support and you might be interested in knowing how much money is out there and how many proposals are written for it. In recent years, some $50 billion has been allocated annually. Roughly $30 billion has come from government sources, $15.5 billion from living donors, $2 billion from foundations, $1.5 billion from bequests and $1 billion from corporations. Information on where this money is located is described in Part IV of this handbook. The point to be made here is that more than 500 million proposals are presented annually for this money. A clear proposal can help one stand above the crowd.

The following represents a basic outline or "profile" for the development of a proposal. If these elements are initially considered, regardless of the size of the final product, or the requirement of a specific application form, chances are that your proposal will be complete in all respects. (The explanation for each element is necessarily brief.)

Title Page	A single page for official recording of your proposal. Include your agency's name, sponsor and sponsor's program, project title duration, amount requested project director (name, phone, signature), institutional contact (phone, signature).
Abstract	A single page. May be the only thing read at the first "cut" of all proposals; a "PR" piece--introductory, who, what, why, where, when, what audience, at what cost, so what? The full narrative proposal reduced to a few words.
Table of Contents	An organized proposal presentation suggests an organized project. List headings and contents of appendix.
Situation Statement	Confirmation of need, with a focus on specific goals; sets the stage for your project by developing an overview.
Background	Justification of the need. Cite relevant studies from credible sources.
Objectives	The plan of your project. What do you hope to accomplish, and with what impact on your interests?
Implementation	How will you reach the objectives? By what means--timing, resources, methods?
Local Contributions	Confirmation of commitment by your agency and others involved in the project. To what extent will local resources--facilities, staff, etc.--be made available to the project? What are your agency's credentials? Why should an award be made to you?
Evaluation Reporting	How will you measure outcome versus your objectives--quantitative and qualitative? What will you look for along the way for possible changes in direction? What might be implied for the future? How might your program be extended to other similar situation? By what schedule do you intend to keep the sponsor informed of progress and results?
Budget	Must be realistic, accurate, fully justifiable and must match your objectives. Represent each year of requested support and cite "cost sharing" separately. (Indicate only easily auditable costs for cost-sharing.) Explain any unusual costs. Typical budget categories include personnel (detail positions), consultants, capital equipment (detail), expendable supplies, travel (detail), independent audit fees (if required), publications, alterations and renovations (detail), rentals, communication, other direct costs (detail), indirect costs.
Appendix	Detailed supportive materials mentioned in body of the proposal--maps, biographical data, cited reports, letters of support from cooperating agencies, etc.

The preparation of a comprehensive budget warrants further discussion. The budget should reflect your complete narrative project description in terms of costs. As with the narrative sections, there is a great variety of representations desired by the different sponsors. If you initially prepare the budget in a very basic format you will be able to reconstitute it for any specific form or requirements while being assured of including all necessary items.

Individual worksheets should be completed for each year of your project, since support is generally provided on an annual basis. Make appropriate allowances for increments each year.

Following a breakdown of cost elements by functional areas you can consolidate items under a composite format. List all personnel items, consultant items, equipment items, etc. until the total budget is represented. If cost-sharing is not required by a sponsor--one of the elements of an early search--do not offer it as part of your final budget. (However, include such items in your worksheets for an idea of total costs.) Anything you list in the final proposal will have to be accounted for, and your bookkeeper's job will be difficult enough accounting for the sponsor's support. It is highly appropriate to indicate local support of the project in narrative terms, so that a commitment is reflected while not having to deal with figures.

Many sponsors will provide an allowance for indirect costs--those items which cannot be directly identified as being related to a given project in addition to those direct costs discussed above. The computations for these indirect costs are of a great variety depending on the sponsor, but in any event, this provision can mean an offset for some of the costs known to exist, but not easily identified by project.

A typical budget might look like this:

Item	Total $	Local $	Sponsor $	Proposal Reference (page or pages)	Special Justification or Explanation

Specific entries in the workshop sheet might include (to jog your memory):

1. Administration
   - Advisory board
     - Salaries (identify)
     - Supplies
     - Telephone
     - Travel

2. Project Staff
   - Salaries (identify)
   - Director
   - Other staff (identify)
     - Research Assistant
     - Extension Aide
     - Graphics Arts Specialist
   - Secretary
   - Supplies
   - Postage
   - Telephone
   - Equipment (itemize)
     - Purchase
     - Rental
   - Space Rental
   - Travel (including room and board)

3. Business Office
   - Salaries (identify)
   - Secretary
   - Supplies
   - Postage
   - Equipment (itemize)
     - Purchase
     - Rental
   - Reproduction
   - Space Rental

4. Legal Counsel
   - Audit
   - Professional Assistance

5. Technical/Professional Staff
   - Salaries (identify)

6. Consultation
   - Fees
   - Travel (including room and board)

7. Contracted Service
   - Visuals
   - Surveys
   - Data Processing
   - Secretarial Services

8. Training
   - Supervision
     - Director
     - Secretary
     - Supplies
     - Postage
     - Travel
     - Consultants
     - Telephone

9. Training Activities
   - Instructors
   - Participants
   - Supplies
   - Travel
   - Consultants

A-V Materials
Manuals
Equipment (itemize)
Space Rental
Data Processing
Telephone

10. Evaluation
    Salaries (identify)
    Supplies
    Travel
    Consultants
    Equipment (itemize)

11. Public Information
    Salaries (identify)
    Media time/space
    Publications
    Supplies
    Equipment (itemize)

12. Plant Operation/Maintenance*
    Salaries (identify)
    Rental
    Equipment Repair
    Utilities

13. Renovation
    Materials
    Labor

*May be indirect costs unless you require an additional facility.

The clarity with which a proposal is presented is critically important --both from the standpoint of effectively communicating ideas to potential funders, and as an indication of an applicant's understanding and grasp of the problems he wants the funders or officials to help solve. One frequent criticism by funding agencies--or local officials--is that presentations or requests are obscure and that details are lacking. Such obscurity is frequently taken to mean that the applicant has not thought through his request sufficiently.

Yet, the criticism, "lack of detail" can easily be misunderstood by applicants. It does not necessarily mean a lengthy presentation is needed; it can mean that the application does not present the essential details so that the funding agency fully grasps the scope of the problem or the proposed solution. One suggestion--the usual one, but still good--is to have a competent friend who was not involved in preparation of the proposal read and comment on it before it is presented. If there is not a clear understanding between what you and your reviewer think the presentation says, it may need to be rewritten for clarity.

The specific aims of a proposed project generally reflect the degree of preparation in focusing and formulating a project. Agencies prefer limited, clear goals that can be realistically approached, rather than broad, multiple aims or vague goals for which attainment is in doubt.

Besides the actual content of any proposal, the process through which one goes may be equally important in the eventual success or failure of any given proposal. The following general steps outline one approach that has proved successful:

1. **Prepare a pre-application.**

The pre-application is a short, concise presentation which gives the basic idea of a proposal, including goals and objectives, the proposed work program and estimated expenditures. It gives enough detail to give a good idea of what an applicant has in mind, but does not contain the specifics and supporting documentation that will be required in a formal application. Many agencies require such pre-applications; even where such are not required, however, it provides an opportunity to think through a proposal and get agency reaction before a more formal application is prepared.

2. Confer with proposed funding agencies.

Agencies have formal guidelines, allocations, and frequently, formal application forms which require specific answers to required questions. Additionally, however, informal guidelines -- not generally written -- tend to govern probability of applications being accepted or rejected. Within the legal structure of permissible projects, the relative importance of various projects may change, new guidelines may be in the making, agencies may be interested in certain types of projects, or emphasize more or less certain aspects of a project, etc. Pre-application discussions

with agency officials will make sure you get the latest formal requirements--whether or not your proposed applicant is eligible, whether money is available, current guidelines, application deadlines, required forms, probability of fundings, etc.--and can give the applicant hints on the informal guidelines which govern agency decisions. One can thus avoid unnecessary time and effort and make sure that the application directly meets requirements of the agency.

At the local level, pre-application "conferences" may include simply talking to the county legislators or to whomever the presentation will be made to get a feeling of what kinds of things that body would or would not support, get ideas on manner of presentation, ideas on application alterations that will make the proposal more acceptable.

3. Prepare a formal application.

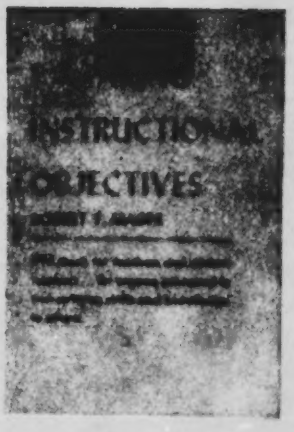
4. Followup with agency.

5. Followup in local area.

These aspects of proposal writing are covered in detail in: "How to Write Proposals for State, Federal and Private Funds" by Terry Marshall. The address for ordering this second Resources for Rural Development handbook is set forth in the editor's introduction.

Several good sources exist which address the presentation process in more detail. They include:

STEPS



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Preparing Instructional Objectives

Helps project clarify the goals and objectives of its proposed program or activity. Prepared by Robert F. Mager, 2nd Edition, 1975. Paperback, $2.25

Available from: Fearon Pubs., Inc.
6 Davis Drive
Belmont, CA 94002

Developing Skills in Proposal Writing

Provides information on how to convey the basic ideas to funding sources in ways that communicate and sell. Prepared by Mary Hall, 1973. $10.00

Order from: Continuing Education Publications
Waldo 100
Corvallis, OR 97331

A Guide to Grantsmanship for County Officials

A pamphlet published by National Association of Counties to promote creation of county-level coordinators of development to serve as county grantsmen. Pamphlet tells how to set up such an office, proposes functions, and gives examples of counties which have such offices. Offers concise, practical hints on grantsmanship, dealing with federal agencies, and short, but useful, bibliography of publications. Prepared 1973. $4.00

Order from: National Association of Counties
1735 New York Ave., N.W.
Washington, DC 20006

Visual Displays

Usually individuals seeking to mobilize local support give oral presentations. Frequently these are backed up with fact sheets or even written reports. One way to increase the effectiveness of these presentations is to use visual overlays.

Before describing their use, it might be helpful to illustrate their effectiveness for communicating community needs and issues to an audience. Two examples will follow, each based on data gathered through earlier described techniques.

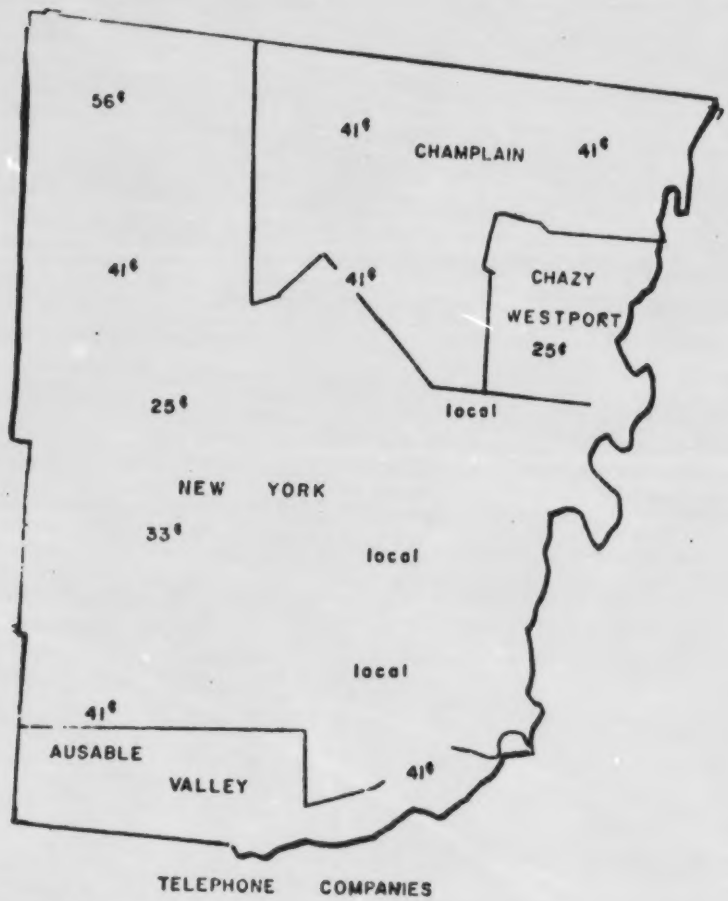
Example 1: Telephone Zones and Public Service

One of the best ways to stimulate the use of available public services in a rural community is to obtain toll free numbers for organizations

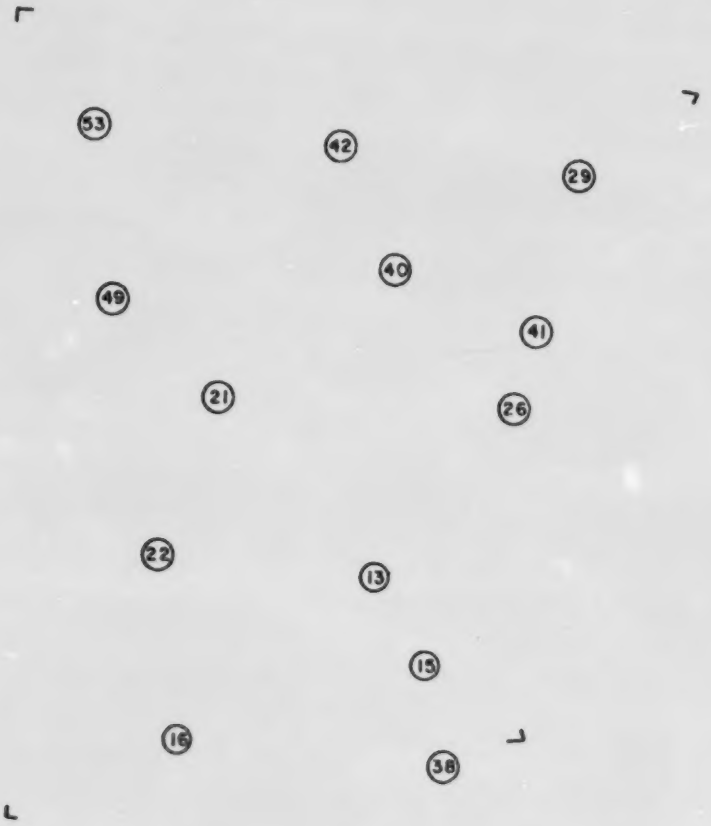
providing such services. The problem is to communicate to county officials and the telephone company that this is a problem which needs resolution. Visual overlays have proven very useful in this regard in Clinton County.

The first step is to trace a map of the county, its township lines and important villages and towns, on a plastic sheet. (The process of doing this will be described later.)

After a visit to the four telephone districts in the county, a map of their boundaries and the cost of a two-minute toll call to the county seat is also drawn on a plastic sheet.

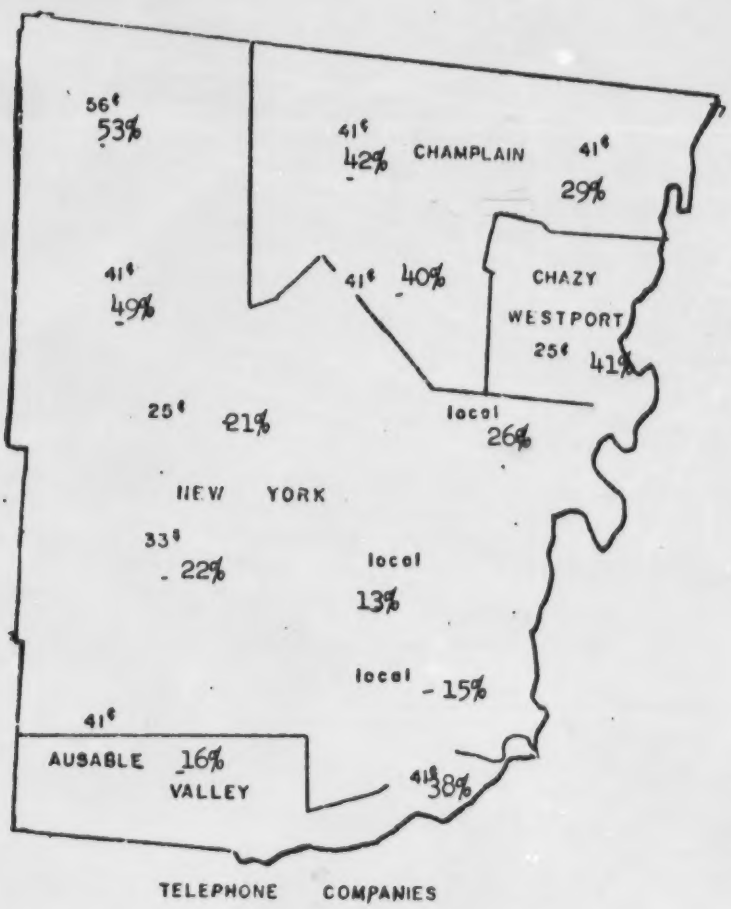


Finally, on the basis of a survey of rural people in various parts of the county, an overlay is prepared showing the percentage of persons who call the county seat, Plattsburgh, less than once a month for social services.



PERCENT OF PERSONS WHO CALL PLATTSBURGH LESS THAN ONCE A MONTH FOR SOCIAL SERVICES

When these three sheets of plastic are overlaid on each other and projected onto a screen, they convey dramatically the usually dry information that is in the oral presentation and typed handouts. The presentation proceeds step-by-step, adding additional plastic sheets as the facts are told. When the final composite is readied, the case is better conveyed to the audience.



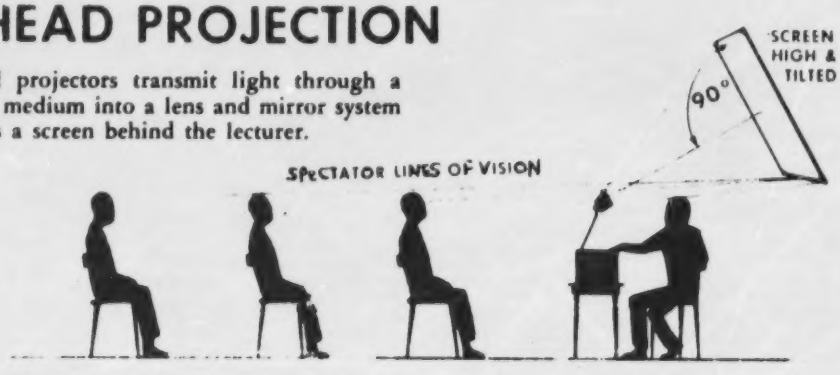
Example 2: Poverty and Food Stamps

A similar presentation was made with plastic sheets illustrating the percentage of poverty in each township, and the location of places where food stamps can be obtained. When percent in poverty is overlaid on the location of banks, the place where people obtain food stamps in the county, it becomes clear that elderly, handicapped and poor people without adequate transportation may have a difficult time getting to distribution centers. But an overlay of post offices shows an alternative delivery system that might eliminate some of these hardships. The total effect of this illustration is shown below. We believe it makes the problem and possible solutions more easily understood by community leaders.

The description which follows is reproduced from an article printed by Cornell University's Department of Communication Arts in their publication Vision. This Summer 1968 article by Victor Stephen, entitled "Overhead Projection -- a Versatile Teaching Tool", described equipment, materials, and techniques for visual communication as follows.

OVERHEAD PROJECTION

Overhead projectors transmit light through a *transparent* medium into a lens and mirror system that reaches a screen behind the lecturer.

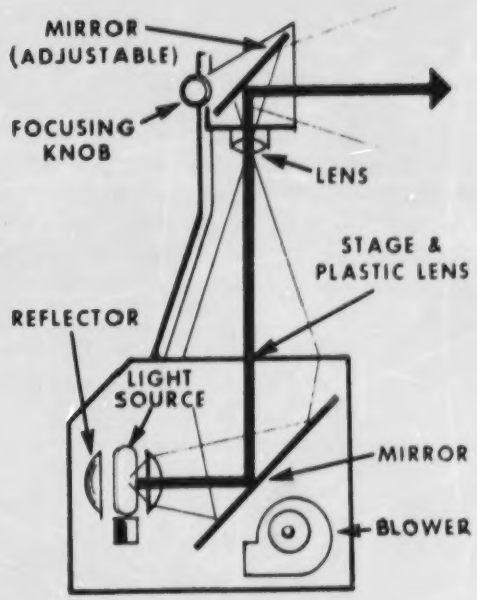


PROJECTORS

One of their great advantages is that they operate in normal room illumination. If the lighting is extremely bright, some of the lights can be turned off. In any case, the picture will be clearly visible without darkening the room.

Most units have 300- to 1000-watt bulbs of various kinds; 600-watt are most common. But the wattage of the bulb may not be an accurate indication of the relative brightness of the image on the screen. *Lumens* constitute the only comparable value. The more lumens claimed, the brighter the image.

Overhead projectors must be placed carefully. Ideally the "mirror-lens head" should be above the audience line-of-sight and the bottom of the screen. Admittedly compromises have to be made, and you may have to settle for optimal line-of-sight and ease of operation. Personally, I like to keep the projector low and sit next to it.



Although the projector-illuminated area is 10"x10", most transparencies are horizontal to fit all screen sizes. If you use a square screen, either vertical or horizontal transparencies fit. Incidentally the same is true for 2" x2" slides.

Early models were seldom transported because the heavy condensers in the optical system made the whole unit portable only "with two men and a boy." Now plastic lenses have reduced the weight of large models and many others are small and light enough to be easily portable. Earlier attempts to make collapsing models (to about the size of a large portable typewriter) were dropped from manufacturers' lines because the optical systems were damaged and ultimately misaligned by the opening and closing action. Some of the modern portables fold the upright bar that holds the lens, mirror, and focusing arrangement.

Nearly all schools and many local agencies have such projectors, so they should be easy to obtain when needed.

SCREENS

It is enough to say here that a square screen is always useful and that for overhead projection the screen surface should be at right angles to the projection axis.

If the screen is vertical (as the overhead is either tilted or adjusted with the mirror), the top of the rectangularly projected picture will be larger than the bottom. Some "keystoning," as this is called, is not objectionable. But the distortion may detract from the idea being presented. Most portable screens can be purchased with a keystone eliminator as an accessory.

MATERIAL AND METHODS

The materials about to be described are generally available in most medium-sized office supply or stationery stores.

Acetate Rolls and Plastic Sheets

The most commonly purchased accessory for a projector is an acetate roll attachment that, with either grease pencils or felt-tip pens, can be used in the same fashion as a blackboard. Unused acetate moves from a supply reel as the discarded ideas are wound on a take-up reel. The rolls are relatively inexpensive, but some users make further savings by "erasing" the drawings or writing and re-using the acetate. A damp cloth removes the dyes from water-soluble markers and a grease solvent removes the marks of grease pencils and some oil-based markers.

Another distinct advantage of the acetate method is the ability to hinge one transparency over another, in register. By this we mean that sequential parts can be superimposed one at a time until the whole is ultimately seen. Example: the heart--input of blood from veins--circulation from heart to arteries--labeled parts. This procedure of superimposing in 3 or more colors is highly effective as a teaching device. And once made, the transparencies can be used over and over, so long as the facts remain unchanged.

Often the simplest silhouette produces an effective visual. Some time ago, to show secretaries the different types of mimeograph effects possible with various styli and plastic templets, we projected enlarged shadowgraphs on the screen and clearly demonstrated the differences.

Artwork can be prepared on various plastic bases. Clear, thin, 8 1/2" x 11" acetate sheets are commonly used. Treated sheets (such as Bourges) accept

India and similar inks but cost more. Matte type acetate is sometimes used but works best when made more transparent (after drawing) by coating with a plastic aerosol spray or with the fixer used to preserve polaroid black and white prints.

Drawing Materials

GREASE PENCILS--used to mark glazed surfaces such as glass, china, cellophane, and metals, usually are thick and waxy with a paper exterior that is unwound with use. Similar pencils are now made with finer "leads," in transparent colors, and in a wood "shell." Examples are K&E audiovisual projection, Kok-I-Noor, and others. These work well on clear, uncoated plastic. If used on matte surfaces cleared by polaroid fixers, some run or smear.

MARKING PENS--Felt-tip markers in transparent colors have been available for some time and most of them work well on plastic. Three widths of line are possible for coarse work. Recently Carter, Esterbrook, Vis-A-Vis, Colormaster, Eagle, and others have produced markers with felt, bamboo, or nylon tips of various sizes. Some are too fine for overhead projection, some wear rapidly, and some smear with the slightest abrasion from one's fingers. Some black inks are at best dark gray. Before you buy, try various makes for color, line width of from 1/32 to 1/16", and for smear. They come in permanent and water-soluble types.

PENS, BRUSHES, RULING PENS--It isn't easy to use India ink on plastic but it can be done if the plastic has been cleaned with talcum powder, diatomaceous earth, or fine pumice. Sheets of plastic that are specially coated accept ink well but defy easy correction of errors.

TAPES AND TRANSPARENT COLOR SHEETING--Opaque tapes of any color can be used to produce black lines of almost any desired width. Transparent tapes (solid colors or with colored or black symbols) are fine for line drawings, bar graphs, or similar uses. Try adhesive sheets of transparent colored plastic to define large areas such as in map work or for more artistic results. Sheets are cut to size by an X-acto or similarly sharp, pointed knife.

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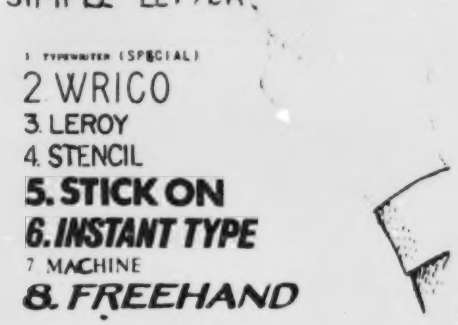
Lettering Techniques

If you aren't skilled at hand-lettering, lettering guides and various types of opaque and transparent transfer letters are available commercially, and when used with care will produce neat art work.



Reflex and Infra-Red Copiers

Many offices have copying machines that operate wet or dry with reflex exposures or by infrared copying. A. B. Dick, Kodak, 3M, and others make these machines primarily to copy correspondence, orders, and other matters. But most of them also manufacture clear plastic sheets that can be used to produce black and white overhead transparencies. You can convert black and white drawings on white paper to a transparent base, and use marking pens, pencils, adhesive color sheets, or tape to achieve excellent transparencies.

Preparing Overhead Visuals

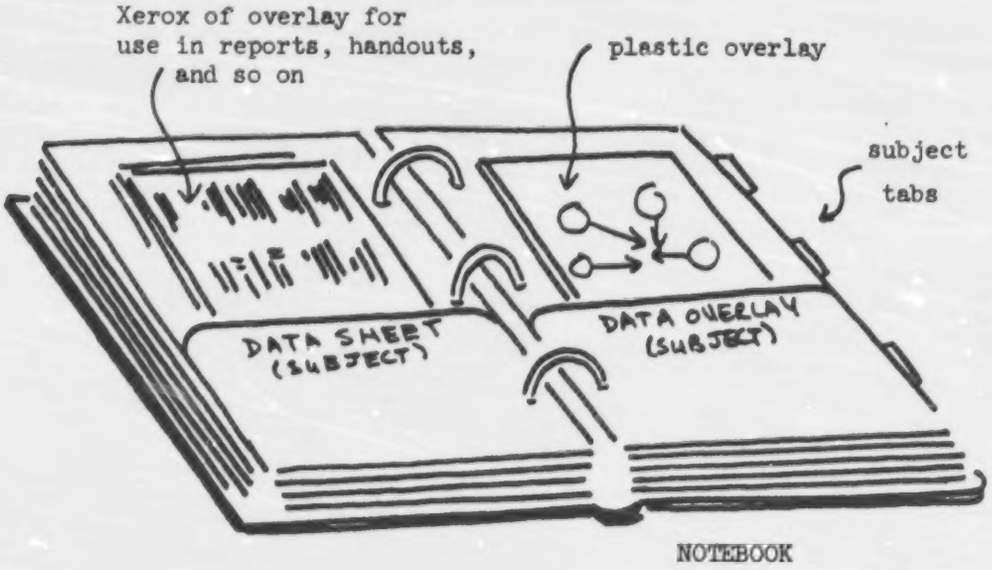
You needn't be an artist to prepare "do-it-yourself" projectuals. Here is how to do it:

1. Trace the map or illustration onto the matte surface of a piece of frosted acetate, using colored pencils made especially for overhead projection. Spray the completed drawing with a clear fixative (available in aerosol cans) to protect the artwork and to "clean" the acetate for better projection.
2. Make copies of printed diagrams or maps by running them through a copy machine into direct positive transparencies designed for this purpose.

   During presentation, these sheets can be outlined, drawn on, shaded or lettered with a china-marking or other grease pencil. These can be erased later and the visual revised.
3. Add color to projectuals with felt-tip markers. This frequently makes them more attractive and interesting.
4. Make graphs or bar graphs, using colored or patterned transparent tapes of various widths. Tapes can also be used for decorative rules and boxes or to emphasize key words or headings.

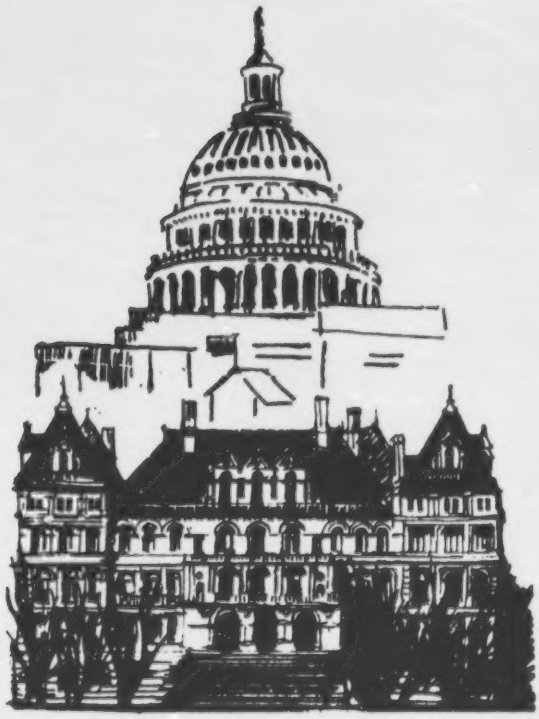
In the preparation of visual displays, one can use information gathered through all the sources described earlier. For example, the telephone display used information gained from the companies, a map obtained from the library, and the tabulated results of a sample community survey. Or the Girl Scout display combined data drawn from a census report, from the local Girl Scout Office and a map.

If one has a number of these plastic projectuals, it is best to keep them in special packets available for this purpose. These are usually available in office supply stores. If the crossroads or key informant survey covers a wide range of services and amenities, then the use of a three-ring notebook allows the materials to be indexed. For example, a notebook on a given county could be divided into overlay sections on maps, demographic data, service centers and survey results. Frequently these can be generally classified under such titles as roads and transportation, health care, schools and youth activities, business patterns, recreation, lawyers, doctors and dentists, and so on. The following diagram illustrates a good way to both store projectuals and to index them for easy access.



PART IV

SOURCES OF FINANCIAL ASSISTANCE



Introduction

Regardless of the project in mind, it will probably need funding. Projects sometimes can be initiated as part of existing programs or through voluntary help. More frequently, however, communities need additional resources to attack their continuing needs.

Many theoretical possibilities for funding exist. One may be able to reorder the priorities of local governments or local agencies and have them shift some money to other categories (although most local governments find themselves with surprisingly little leeway to shift funds because of previous commitments, and state or federal mandated services; and most agencies seem to have more to do than resources permit). Another tack is to seek additional

funding, which will be the main concern of the following section. The section will look at federal funding providing sources of currently existing programs, sources which provide continuing information on these programs, and some sources of non-federal funding.

Revenue Sharing: The Federal "Local" Money

The federal revenue sharing plan provides money to state governments, and to county, townships, and municipalities based on a set of formulas calculated by the Federal Office of Revenue Sharing. Specific allocations for each local government are figured by the federal government, so local governments do not have to compete for the revenue sharing money as they have to do for categorical grants.

The original revenue sharing act was instituted as a five-year program in 1972 and is scheduled to expire in 1976. And, though the program must be extended by Congress before funds will be available beyond 1976, there is a distinct possibility that revenue sharing could continue to be an important source of local funds for at least the coming five years. Because the pattern of legislation that Congress will shape is still uncertain at the time this was written, we cannot provide more information.

The revenue sharing program is governed by broad guidelines which allow considerable flexibility on the use of the money. It has the further advantage that the money can be spent according to priorities set by local government officials, with consideration of local residents' wishes. The program requires public hearings on proposed uses of the money, publication of expenditures, and has an established complaint process for local citizens who want to question local decisions regarding use of the money. Because of its flexibility, revenue sharing might well be a first source of consideration for any local program.

Under the revenue sharing act, local governments may use the money to pay operating and maintenance costs in any of eight broad areas:

1. Public safety, including for example, police, courts, corrections, crime prevention, fire protection, civil defense, inspection of buildings, plumbing, electrical facilities, gas lines, boilers and elevators.

2. Environmental protection, including for example, smoke regulation, inspection of water supply, sanitary engineering, pollution control, sewerage, street cleaning and waste collection, refuse disposal or waste recycling.

3. Public transportation, including for example, highways, bridges, streets, grade crossings, snow and ice removal, transit systems.

4. Health

5. Recreation

6. Libraries

7. Social services for the poor and aged, including for example, food, clothing, shelter, day care, and job training.

8. Financial administration, including for example, expenses for accounting, auditing, budgeting, investing, tax collection.

Additionally, the money may be used for any ordinary and necessary capital expenditure authorized by state and local law.

Several publications discuss the revenue sharing guidelines, procedures, citizen involvement requirements, and specific expenditures that have been approved and disapproved under the revenue sharing act. Among them are the following.

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What is General Revenue Sharing?

A short pamphlet published by the Department of the Treasury Office of Revenue Sharing which describes background, figures on revenue sharing, how monies are allocated, and basic process of getting and categories for spending revenue sharing money. This is a concise overview to the revenue sharing program. Prepared August 1973. 40¢

Order from: Superintendent of Documents
Government Printing Office
Washington, DC 20402
(Ask for pamphlet T1.2:R 32/6 and identify also by title.)

Getting Involved: Your Guide to General Revenue Sharing

A short pamphlet published by the Department of the Treasury Office of Revenue Sharing which emphasizes the public involvement aspects of revenue sharing: such things as reporting processes required, citizen involvement requirements, planning requirements, complaint procedures, as well as general information on eligible and ineligible uses of revenue sharing money. Prepared March 1974.

Order from: Superintendent of Documents
Government Printing Office
Washington, DC 20402

General Revenue Sharing:
Influencing Local Budgets

A 20-page pamphlet which is one of the "Citizen's Action Guide" series published by the Center for Community Change. Pamphlet summarizes requirements of the revenue sharing act, and concentrates on points at which local citizens can most effectively become involved. Offers numerous specific suggestions for action strategies, and a short, but excellent bibliography of revenue sharing materials.

Prepared September 1975. 1 copy free.

Order from: Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Instructions for Monitoring the Impact for General Revenue Sharing at the Local Level

Order from: League of Women Voters
Educational Fund
1730 M Street, N.W.
Washington, D.C. 20036

$3.00

BEST COPY AVAILABLE

One Year of Letter Rulings on General Revenue Sharing: A Digest

The Department of the Treasury has made a number of rulings on whether certain expenses are eligible or ineligible under the revenue sharing program. These rulings are compiled periodically, indexed, and categorized to provide guides to specific uses of revenue sharing money. They provide excellent sources for ideas of how communities have used revenue sharing; and kinds of projects which cannot be funded. Two have been issued: Supplement for Oct. 1, 1973-Sept. 30,1974 (published March 1975); and one for Oct. 20, 1972-Sept. 30, 1973 (published March 1974). 90¢ each.

Order from: Superintendent of Documents
Government Printing Office
Washington, DC 20402

Federal Grant-in-Aid Programs

More than 49 different federal departments, independent agencies, commissions, and councils administer 870 or more programs and activities related to domestic assistance. Many of these programs and activities are designed to meet rural needs, but most are general domestic assistance programs for which both metropolitan and non-metropolitan communities are eligible. It is not easy to tap these federal resources for they are located in a maze of bureaucratic organizations and regulated by complex legal technicalities. In fact, to gain access to these resources usually

requires the advice and efforts of specialists with broad knowledge of federal programs, grantsmanship abilities, alertness, and administrative knowledge in how to draft and make applications. Obviously, this handbook cannot fully guide the user to the federal system or guarantee success in locating, applying for, and receiving access to available federal resources. But it can provide basic information on what programs and activities are available, what organization administers them, what the basic regulations in regard to them are, and how to contact the responsible organization and move forward in the application process.

The single, most comprehensive tool for finding out what kinds of programs exist in the federal government is the Catalogue of Federal Domestic Assistance. This book contains a detailed summary of the activities of each federal agency and thus is an essential starting point for understanding what programs exist in the Federal government. A major problem in keeping track with the Federal resources is that the Catalogue of Federal Domestic Assistance is compiled late in each fiscal year. It cannot include the funding patterns, activities, and new regulations which are constantly being generated during the course of the year. Thus, while the catalogue provides a comprehensive list of Federal agencies and Federal programs it is still necessary to contact those agencies charged with control of individual programs to determine the possibility of funding for newer, continuing projects.

BEST COPY AVAILABLE

Catalogue of Federal Domestic Assistance
Executive Office of the President,
Office of Management and Budget

Contains detailed summary of program operated by the maze of federal departments, independent agencies, commissions and councils. It is well indexed and relatively easy to use. Costs $14.50/year, including supplements for indefinite period.

Available from: U.S.Government Printing Office
Washington, DC 20402

Once you have located possible funding sources you should write the controlling department or agency and obtain all the information available on the program and the regulations affecting it. In this effort you are likely to find your local congressmen particularly helpful. Use them especially when you think the red tape has become too involved, for their staffs are specialists in getting bureaucracies to be more responsive. There is no substitute for having all the information available. This is particularly the case because it is a wise community leader who clears his activities with local political structures and opinion leaders, and ideas don't move at this level unless they are backed with solid, factual information. Nothing lubricates a development program for a community than detailed, persuasive data on the project, the funding source and the bureaucracy implementing it.

The usefulness of the Catalogue of Federal Domestic Assistance, or guides about to be described, is generally not fully appreciated by community leaders and development specialists. To provide an insight into this

valuable source of information, the following article from the November 10, 1975 issue of Newsweek magazine has been included.

MIDAS TOUCH

"Down around Kings Mountain, N.C., Mayor John Henry Moss is known as the man with the golden touch--and no wonder. Moss' knack for taking a Federal grant application, and turning it into millions of dollars for his small town of 9,000 has confounded his fellow mayors in the Piedmont area of North Carolina and made Moss, a one time minor-league baseball general manager and public relations man, a local legend.

"The gleaming results of Moss' Midas touch are everywhere in the farming and mining community. For starters, there are the new 31,000 square-foot community center, a multimillion-dollar water project that includes a 1,500-acre lake, and a new waste treatment plant. There are also a $1,750,000 grant for developing Kings Mountain's seven-square block downtown business district and $2.8 million more in urban renewal grants. Last month, Moss hauled in the town's largest chunk of Federal aid to date, a whopping $4,160,000 earmarked for thirteen projects, ranging from urban beautification to child-care programs and aid for the aged and handicapped.

"In all, since 1965, when John Henry Moss was first elected mayor, Kings Mountain has received more than $16 million in Federal money--or nearly $2,000 for each man, woman and child in town. 'I don't want to sound cocky,' says Moss, a well-groomed man of 51, 'but very few communities of our size can talk about these kinds of facilities because they just don't have them.'

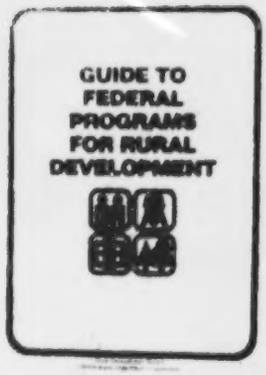
"Moss, who was born and raised in Kings Mountain, went off to join the Army in 1942. After a brief postwar career as a minor-league second baseman and a long stretch as an executive in the Detroit Tigers chain, he returned in 1960 to find a town on the way down. He quickly turned to Federal agencies in Washington for help. As Moss tells it, the art of grant-getting is no big secret. 'A lot of mayors,' he says, 'just don't realize the programs are available. It's just a search-and-find process. It requires a lot of burning of the midnight oil and a lot of weekend reading.'

> "What Moss reads so diligently--as much as ten hours a week--is a thick black book called the 'Catalog of Federal Domestic Assistance,' filled with the rules and regulations of government grant programs. Moss wades through the tiny print and laborious language as it were some racy best seller, underlining key passages in his own red and yellow pencil code. 'There's no substitute for taking this book home and going into a corner and just reading,' he says.
>
> "Moss never uses high-priced outside consultants in selecting grant programs, as many larger cities do. He initiates all the grants, filling out the lengthy applications himself, then sets up various citizen committees for the follow-through work. Most of the grant programs require citizen participation and Moss has appointed 235 Kings Mountain residents to fourteen committees, ranging from the Mayor's Housing Committee to the Clean-Up, Pain-Up, Fix-Up Committee.
>
> "Now there is plenty of opportunity for Kings Mountain's young people. The expansion of Kings Mountain's water-producing capacity has been a big boon to the town's industrial base, luring twenty new industries and 25 commercial and retail businesses into town with a potential for 2,500 new jobs."

We would really recommend that you take the Federal Catalogue home with you and spend several evenings looking through it. If you understand the range of programs and projects which federal funds can cover you may find yourself becoming a valuable information broker at various meetings and in casual discussions. Often local officials and activists have ideas about things that need to be done in their community but no knowledge about how to fund them. If you know some general things about the Federal Catalogue you might be able to help steer them to a funding source.

In addition to the Catalogue of Federal Domestic Assistance, several other publications are for guides to the kinds of programs that are available from the Federal government. These include the following:

Guide to Federal Programs for Rural Development



Listing of all Federal programs which might have some applicability to rural areas. Very brief summaries give limited idea of scope of programs; does not indicate whether or not assistance is available under these programs. Appendices include mailing address and phone numbers of all relevant agencies, including regional and area offices. Revised March, 1975. 386 pages. $4.85. Published by Rural Development Service, USDA.

Available from: Superintendent of Documents
Government Printing Office
Washington, DC 20402

Domestic Programs Fact Book, Action

Gives statistics and other relevant data, including program directors and regional offices, of every program sponsored by the federal government's Action agency within the United States (i.e. Peace Corps is excluded). Tells where to write for specific information on any given program. Reference No. AA1.9/2:974/4. 520 pages. 1975. $5.65

Write: Superintendent of Documents
Government Printing Office
Washington, DC 20402

Federal Outlays in Summary: Report of the Federal Government's Impact by State, County and Large City

Report of funds expended by the Executive branch in each of the 50 states, broken down by agency and program. Gives insights into where federal money is going and the level of funding. Allows comparison between New York and other states, which can often be useful in strengthening proposals. Annual Publication.

Available from: Superintendent of Documents
Government Printing Office
Washington, DC 20402

Beyond these basic summary sources, there exist a large number of specific government publications issued by various Departments of the federal government. Most of these are available from the Rural Development Service Staff, U. S. Department of Agriculture, 4108 South Building, Washington, DC 20250. Alternative channels to such information can be through the given department's publications office or through your congressman or senator. The range of documents is illustrated by the following examples, all of which are available at no cost.

1973-1974 U.S. Government Printing Office Publications Useful for Rural Development

Lists numerous publications in areas of: (1) people building; (2) community facilities; (3) environmental improvement; and (4) economic development.

Available from: Daniel S. Kuennen
Community Resource Development
University of Delaware
R.D. 2, Box 48
Georgetown, DE 19447

The National Rural Center

This independent, non-profit organization was created to provide information to rural people on Federal programs, direct inquiry with Federal agencies, sources of private funds. For a description of their services, write:

National Rural Center
1200 K Street, N.W.
Washington, DC 20036

Community Report Card

A checklist offered by the U.S. Department of Agriculture, composed of a breakdown of the four key areas of rural development progress for rural citizens to rate their communities, to be used as a guideline for major efforts.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Financial and Technical Assistance Provided by the Department of Agriculture and the Department of Housing and Urban Development for Nonmetropolitan Planning Districts in Fiscal Year 1974

An explanation of the $6.9 million in grants provided by HUD to 44 states for planning programs and of USDA's estimated 502.4 man-years of professional and administrative services in the organization and operation of district programs.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Social and Economic Characteristics of the Population in Metro and Non-metro Counties, 1970.

Research report of the Economic Development Division, Economic Research Service, U.S. Department of Agriculture, on metro, vs. non-metro socioeconomic characteristics of population distribution and growth; age, sex, and family structures; geographic mobility; education; labor force participation and occupational status; income; and incidence of poverty.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

The Economic and Social Condition of Nonmetro America in the 1970's

Economic Development Division, Economic Research Service, U.S. Department of Agriculture presents a variety of indicators of the economic and social differences between metro and nonmetro conditions. Printed for the United States Senate's Committee on Agriculture and Forestry.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1974.

Describes how the Department expanded its information and technical assistance to local communities, districts, and state planning and development groups.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

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HEW Programs for Rural America

This is a report prepared for a Senate Subcommittee which discusses HEW programs and effects that they have on rural America. Since HEW operates no programs specifically for rural areas, the report is a program-by-program examination of HEW's distribution of funds.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Citizen Involvement in Community Development: An Opportunity and A Challenge

A 28-page pamphlet on the HUD Community Block Development grant program. Designed for local activists, the pamphlet gives basics of the program, offers steps for involvement, suggestions for possible uses of the money, points of citizen intervention at the local level, and a short, but excellent bibliography of related materials. One of a series of "Citizen Action Guides" published by the Center for Community Change.

Prepared November 1976 1 copy free

Order from: Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

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Transportation in the Countryside

Report by the Subcommittee on Family Farms and Rural Development of the U.S. House of Representatives' Committee on Agriculture. Contains a discussion of developments in transportation, particularly product-moving, as they impact on countryside areas as well as on proposals in the transportation field.

Prelude to Legislation to Solve the Growing Crisis in Rural Transportation. Part I, Transportation in Rural America, is an analysis of the current crisis in rural transportation. Part II, Meeting Rural Transportation Needs, provides insight into the nature of the many diverse and changing rural needs, and a summary of the more significant transportation-related concerns as expressed by rural groups. Part I, by the Economic Research Service, U.S. Department of Agriculture, and Part II, by the National Area Development Institute, were prepared for the United States Senate's Committee on Agriculture and Forestry.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Rural Housing: Needs, Credit Availability, and Federal Programs

Covers differences in sanitary facilities, credit availability, and mortgage terms in metro and nonmetro areas and lists sources and conditions of available federal assistance.

Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Fifth Annual Report of the President to the Congress on Government Services to Rural America

Report outlines executive branch efforts during fiscal year 1973 to improve services to rural America and measures these services by comparing the distribution of outlays in five broad program categories, based on 226 selected federal programs, with the distribution of the total population grouped along a 6-part urban-to-rural dimension.

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Available from: Rural Development Service
USDA, 4108 South Building
Washington, DC 20250

Information on changing federal regulations and new programs comes not only from government publications, but from other sources as well. Several newsletters exist which provide continuing bits of information on upcoming programs, on rule changes, deadlines, new publications, and so forth. Among those, the following are useful:

Area Development Interchange

Twice monthly newsletter with reports on current research and publications of interest to rural areas, status of legislation affecting rural areas, new programs, short articles of development programs in specific localities. 4 pp, twice monthly. $21/year.

Order from: National Area Development Institute
P. O. Box 967
Rockport, TX 78382

Center for Community Economic Development Newsletter

Monthly newsletter prepared by an independent research group funded from federal Community Services Administration and set up to assist community-based economic development groups. Newsletter aimed at groups being assisted by the organization, and contains information on current legislation, publications, relevant conferences, etc. Generally 12 pages.

Available from: Center for Community
Economic Development
1878 Massachusetts Ave.
Cambridge, Mass. 02140

Interaction

Monthly newsletter of Action, the federal agency which handles volunteer programs such as the Peace Corps, VISTA, RSVP, and so forth. Newsletter aimed at agency volunteers working in the field, and contains many feature stories on specific volunteers and/or programs, also useful information on existing and new federal programs, an information exchange, book reviews, and useful publications. Free.

Write: Interaction
806 Connecticut Ave, NW
Washington, DC 20525

Rural America

Monthly newsletter of Rural America, Inc., a non-profit organization created in April 1975 to focus attention on needs and problems of rural areas. Organization seeks to carry on policy-oriented research, monitoring of federal agencies, provide information on upcoming programs, legislative action, etc. as they relate to rural areas. Newsletter free with membership in Rural America, Inc. Fee $5 for those with family income below $10,000 yearly; $15 for those with income over $10,000 yearly.

Write: Rural America, Inc.
DuPont Circle Building
1346 Connecticut Ave., NW
Washington, DC 20036

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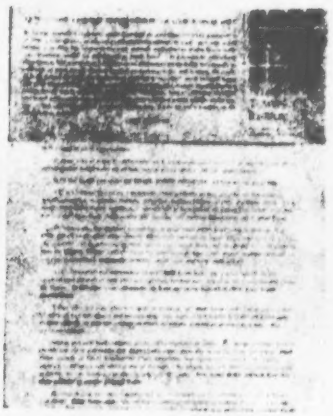
Small Town



Monthly publication of the Small Towns Institute, a non-profit organization set up to provide information of use to small communities. Articles address community problems, cite examples of programs communities have used, research reports, books, etc. of interest to small town residents. Newsjournal free with membership in Small Towns Institute. Fee $15 for individuals, $25 for institutions and individuals whose dues paid by an institution.

Write: Small Towns Institute
Post Office Box 517
Ellensburg, Wash. 98926

MONITOR

Monthly publication of the Center for Community Change. Follows congressional action on major legislation of interest to low-income oriented development groups. Strong emphasis on citizen participation. Free.

Write: Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Federal Assistance Program Retrieval System (FAPRS).

The State of New York now makes available to its citizens the FAPRS Program which was developed by the Rural Development Service of USDA. IF YOUR STATE DOES NOT HAVE SUCH A SYSTEM YOU MIGHT PLAY A ROLE IN BRINGING THIS VERY HELPFUL RESOURCE TO IT. For further information beyond the New York example presented below, contact:

FAPRS
Department of State
162 Washington Avenue
Albany, NY 12231

1. What is FAPRS?

The Rural Development Service (USDA) in cooperation with two private firms has developed a computer program designed to search the Federal Domestic Assistance Catalogue to determine community eligibility for specific federal assistance programs, and it is now possible for many people and organizations in New York State to use this program. It is an ideal program for other states to set up as well. FAPRS is not an automatic milking machine, though most people when they first hear of it think of it as such. Rather, it roughly points out the part of the pasture where the cows are located.

2. Who can use FAPRS?

At present, any local government unit, agency, or community activist in New York is eligible to use this system. The system described could be implemented in most states and the New York system is presented here as a model.

3. How does FAPRS work?

The person requesting information completes a code sheet and send it to FAPRS, Department of State, 162 Washington Ave., Albany, New York, 12231. This agency will run the program as soon as possible and mail the results immediately. An example of the code sheet is included at the end of this section, page 89.

The following will assist you in filling out the code sheet correctly:

I. Complete the top of the form using your name, the town/village/city, county, and state.

II. Select the appropriate answers from the lists on the form:

A. Category. Select one category - Community Facilities, Business and Industrial Development, Planning and Technical Assistance, or Housing.

B. Subcategory. Select one subcategory from the subcategory list relating to your major category.

No detailed outline for the contents of each category, nor a guide to help select categories and appropriate subcategories exists. The following brief definition may be of use, however:

1) Community Facilities. This category deals primarily with sources of financial assistance (loan and grants) for the development and construction of public and/or public use facilities. Some listings include sources of financial assistance for program initiation and operation, but generally this is limited to capital finance.

2) Business and Industrial Development. This category also is devoted primarily to sources of financial assistance (loans, loan guarantees, grants) for capital construction and, to a lesser extent, operating capital for business and industrial development. Some information and technical assistance programs are listed under subcategories 3, 5, 6, and 7.

3) Planning and Technical Assistance. Unlike the first two categories, category three deals with financial planning and technical assistance and does not generally contain information on capital finance. Our experience to date would indicate that most information relates to programs of assistance, such as Cooperative Extension, 701 planning programs, etc.

4) Housing. This is the most specific of the four categories and contains financial, educational, and technical assistance programs for virtually every aspect of human housing. Included are programs for public housing, single and multi-family rental housing, construction, rehabilitation, winterization, and weatherization of housing, site development, and facilities construction.

Since you may need to run more than one category or subcategory to gain the information you requite, you should attach a short statement outlining the information you want. Example: The village government of Oz is seeking financial assistance (loans and/or grants) to build a new public library.

C. Entity. Choose the most appropriate category. This denotes who is seeking assistance. Note: Do not use Extension (3) unless Extension is the one seeking assistance for its own use.

D. Population. Select the population category based on the community requesting the information. If the information is for several communities, or county-wide, the choice of population category requires some thought.

If the program is for a number of communities, you may select the largest population category represented by those communities or select a population level most representative of the communities in question. At present, we would generally recommend the use of a representative population level rather than the largest population level.

When searching programs for a county use, the total population of the county should be used only if the program is to be operated at county level. If the program will be county-wide but will operate through communities, use a representative community population category.

E. SMSA. If the county in question is a Standard Metropolitan Statistical Area (SMSA) county (check list), write in 1; if not, write in 2.

F. EDA/EDC. If the county in question is a designated Economic Development Administration (EDA) or Economic Development Center (EDC) county (check list), write in 1; if not, write in 2.

G. EDD. If the county (check list) in question is part of an Economic Development District, write in 1; if not, write in 2.
Note: Since SMSA, EDA, EDC, and EDD designations are subject to change, the FAPRS program will update its forms as necessary.

H. ARC. If the county (check list) in question is an Appalachian Region Commission (ARC) designated county, write in 1; if not, write in 8. ARC counties are not subject to change.

4. What are the limitations of FAPRS?

FAPRS' only function is to search the Federal Domestic Assistance Catalogue for specific assistance programs. If federal programs are not listed in the catalogue, they do not appear in the printout.

The program lists only federal programs. In New York there are several state-funded, add-on assistance programs in areas such as sewer systems, recreation projects, etc.

Another source of assistance not covered by FAPRS includes the entire range of public, quasi public, and private foundations. Such foundations are a major source of support for innovative educational and assistance projects.

5. How much does FAPRS cost?

At present, there is no cost for the use of this service in New York.

6. What does FAPRS do? How can it help?

FAPRS is a tool. It does 1% of a job very quickly--it reads the Federal Domestic Assistance Catalogue and reports what programs might be available. From there each program must be examined by someone; and if the process proceeds, someone must package the program, develop proposals, complete applications, follow up with involved agencies, etc. In most cases, the examination, decision-making follow-up will not be done by Extension. It is important that Extension work closely with the follow-up agency or person.

The rapid search capability of FAPRS should prove useful to agencies and organizations which are in a grantsmanship role. Planners, government agencies at all levels, consulting firms, private companies, and others who are seeking such assistance and are familiar with the application process, will be the most frequent users.

Organizations, firms, and individuals will need to develop familiarity with grantsmanship procedures, or seek the services of someone already familiar with such procedures before they are really capable of fully utilizing FAPRS. In other words, finding out where assistance might be available is one thing; gaining access to and securing that assistance is another. People using FAPRS need to fully understand its limitations.

Extension and the Grantsmen. In most rural areas, planners at the county and regional level and some agency personnel, such as the FmHA county administrator and CAP directors, are those most familiar with the procedures for securing state and federal assistance. FAPRS should be able to assist them and their clientele. By working closely with these agencies, planners should be better able to assist people and improve the working relations with other agencies.

MARIO M. CUOMO
Secretary of State

STATE OF NEW YORK

DEPARTMENT OF STATE

162 WASHINGTON AVENUE
ALBANY, NEW YORK 12231

THE FEDERAL ASSISTANCE PROGRAMS RETRIEVAL SYSTEM (FAPRS) REQUEST FORM

Requester's
Name: _____
Address: _____
_____
_____
Phone Number: _____

Program information is requested for what:
City or Town _____
County _____
State _____

For each of the next five questions circle one answer

Applicant Entity

1. An Official Unit of Government
2. A Private Nonprofit Entity
3. A Public Nonprofit Entity
4. An Indian Tribe
5. A Private Individual or Profit making Entity

Population - if applies to county or state, enter 8.

1. 2,499 or less
2. 2,500 - 4,999
3. 5,000 - 9,999
4. 10,000 - 19,999
5. 20,000 - 24,999
6. 25,000 - 50,000
7. Over 50,000
8. Project applies to a multi-city area, county, or state

Located in a SMSA?

Yes, No, Not Sure

Located in EDA/EDC/EDD

Yes, No, Not Sure

Located within what Regional Commission?

1. Appalachian
2. Coastal Plains
3. Four Corners
4. New England
5. Ozarks
6. Upper Great Lakes
7. Tennessee Valley Area
8. Not Applicable or none
9. Appalachian and Tenn. Valley
10. Old West
11. Pacific Northwest
12. Not Sure

INSTRUCTIONS FOR SELECTING CATEGORY AND SUBCATEGORIES:
There are eight broad categories of program information listed on the reverse side. Decide which category contains your program needs. Then review the list under that category and circle the number or numbers of the specific type of program assistance you require.

1. COMMUNITY FACILITIES

1. Community water supply
2. Community sewage treatment
3. Solid waste management
4. Public buildings
5. Hospitals and health related facilities
6. Recreation
7. Land acquisition
8. Public roads and bridges
9. Utilities
10. Historic preservation
11. Federal surplus property
12. Flood prevention and control
13. Emerg. preparedness and disaster relief
14. Fire protection
15. Research and development

2. BUSINESS AND INDUSTRIAL DEVELOPMENT

1. Operating capital assistance
2. Construction and equipment assistance
3. Small business
4. Site aquisition
5. Environmental health/safety compliance
6. Economic injury and natural disaster
7. Minority business enterprise
8. Research and development

3. PLANNING AND TECHNICAL ASSISTANCE

1. Data and information
2. Community facilities
3. Business and industrial development
4. Natural resources
5. Agriculture
6. Human resources
7. Transportation
8. Education
9. Housing

4. HOUSING

1. Construction or purchase of structures for private housing
2. Construction or purchase of structures for public housing
3. Repair, improvement, or rehabilitation of housing structures
4. Rental or leasing supplements, mortgage assistance payments, etc.
5. Land acquisition
6. Site preparation for housing
7. Property or mortgage insurance
8. Research and development

5. EDUCATION

1. Curriculum
2. Demonstration
3. Emergency assistance
4. Facilities planning, construction, and equipment
5. Libraries and related information service
6. Planning and technical assistance
7. Program development
8. Resource development and support
9. Scholarship and other financial assistance
10. Training
11. Research and development

6. EMPLOYMENT

1. Facilities planning, construction, and equipment
2. Information services
3. Job placement
4. Occupational safety and health
5. Planning and technical assistance
6. Program development
7. Services
8. Training and education
9. Research and development

7. HEALTH

1. Demonstration
2. Education and training
3. Emergency and disaster
4. Facilities planning, construction, and equipment
5. Information services
6. Occupational safety and health
7. Planning and technical assistance
8. Prevention and control
9. Program development
10. Services
11. Research and development

8. SOCIAL SERVICES

1. Demonstration
2. Emergency and crisis assistance
3. Family and child services
4. Home services
5. Information and referral services
6. Legal and advocacy services
7. Nutrition
8. Prevention
9. Recreation and physical fitness
10. Rehabilitation
11. Training
12. Research and development

State Grant-in-Aid Programs

Each state in the Northeast Region has a different grant-in-aid program. The brief summary that follows of New York should help those of you in other states figure out how to tap the resources in your State's program.

The State of New York provides a great deal of aid to local government units. In 1971, more than $3.8 billion was transferred as grants-in-aid, an increase of 240% over 1961's figures. In the early 1970's, more than 60 percent of the state budget went directly to local units, the highest of any state in the Union.

Given this pattern, it is important to understand local revenue and expenditure patterns and the state's grant-in-aid program. Nearly 90 percent of the $3.8 billion in state aid went to the Local Assistance Fund, which can be divided into general aid and functional aid in specific categories. On the average 10 percent of the Local Assistance Fund covers general aid, which operates on a revenue sharing basis. The major categories for functional aid are education, at approximately 60 percent; welfare, at about 20 percent; highways, housing, urban renewal, health, hospitals, mental health and a myriad of smaller categorical aid programs make up the rest of the expenditure areas.

Nearly all state agencies and organizations have information on where this state money is and how to go about attempting to tap it. Once you know what your project is, the next step is to write various state agencies likely to be implementing or interested in programs relating to your project. They can then give you possibilities of obtaining state-aid. In this effort, you might also want to contact your state legislators, for they can provide invaluable assistance. And, as with federal fund searches, it is the wise

community leader who coordinates efforts with the various political factions in the community, and knows and follows all procedural steps found in both the law and local custom.

The basic information on New York State departments and agencies involved in rural development is available in The New York Red Book. This book of more than 1000 pages is published annually and is available at most of the libraries listed earlier in this handbook. Of particular importance is the listing of state departments, their addresses, officials and program interests. This data are quite detailed and set forth the programs run by each department and their basic policies and regulations. Reviewing these can generate numerous ideas as to possible funding sources. Rather than list them here, the reader is referred to this widely-available book. Remember, do not hesitate to contact these departments and their personnel. They will forward program information to you, offer advice on alternative funding sources, and generally facilitate the movement toward utilization of state funds in the rural development process. Besides this, your state representatives have ties to these departments and can be very helpful in facilitating contacts with them. When working with federal agencies you should freely contact your congressmen and when working with the state, you should use your representatives wherever possible.

Foundations and Other Private Sources

In addition to the United States Government and New York State, a number of private foundations and agencies are sources of money in a wide variety of areas. Several comprehensive volumes are available which provide indices to these programs. They include the following:

The Foundation Directory, Edition IV

This lists 5,454 grant-making foundations which had assets of $500,000 or more and made grants of $25,000 or more in 1972. Data is arranged by state. Reading the awards, it is possible to discover foundations which make grants to projects which the reader is interested in. While the reader may concentrate on his own state, there are other states which have foundations making out-of-state grants. These should be carefully checked. Published in 1975, price $30.00. In most libraries.

Available from: Columbia University Press
562 West 113 Street
New York, NY 10025

The Foundation Grants Index, 1974

This list of 9,000 grants in excess of $10,000 by the type of grant. Edited by Lee Noe, 1975. $15.00

Available from: Columbia University Press
562 West 113 Street
New York, NY 10025

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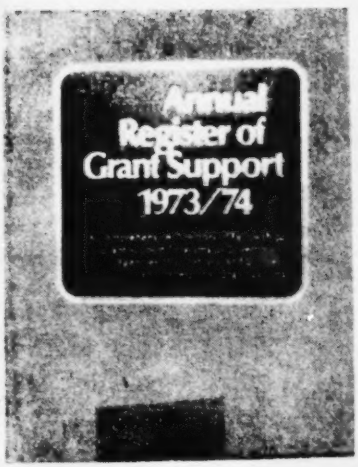
Annual Register of Grant Support, 1975-76

An extensive compilation of over 2,500 sources of an estimated $1 million current grants, fellowships, travel and construction grants, scholarships, awards, and prizes. Includes detailed information on grants, sponsoring agents, eligibility, etc. Excellent source book, but expensive. $47.50



Available from: Marquis Academic Media
200 East Ohio Street
Chicago, IL 60611

The Foundation News

Includes articles on foundations, their interests, and where their money is going. Published bi-monthly, $10 per year.

Available from: The Foundation News
Box 783
Old Chelsea Station
New York, NY 10011

Foundations Center Information Quarterly

Lists data on major foundations and the kinds of projects and activities they are investing their money in. $7.50 per year.

Available from: Columbia University Press
562 West 113 Street
New York, NY 10025

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The Bread Game: The Realities of Foundation Fund Raising

An inexpensive and valuable guide to the process of locating and obtaining foundation funds, even if it is a little too cynical and cute. A worthwhile investment for anyone interested in tapping foundation sources.

Revised edition, 1974. Paperback $2.95

Available from: Glide Publications
30 Ellis Street
San Francisco, CA 94102

Understanding Foundations: Dimensions in Fund Raising

Once you decide to seek funding for a project and have located a promising foundation, this book can help you to gain valuable insights into how foundations work.

Prepared by Richard J. Taft.

Available from: McGraw Hill Book Co.
Princeton Road
Hightstown, NJ 08520

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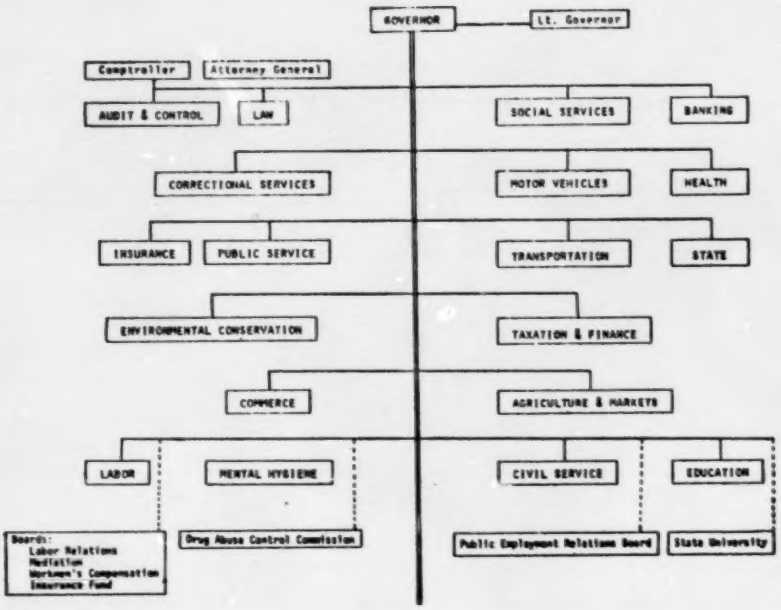

PART V

GOVERNMENT STRUCTURES, ORGANIZATION AND RULES

Knowledge As Power

This is a short section but an important one. The message is simple and known by successful community activists.

All the data you get, whether from secondary sources or surveys, will be of little utility if you do not understand the mechanics of your local government system and the laws and rules by which it operates. And, if your activities extend to state or federal government organizations you must understand them as well. Most crucial of all is to understand government finances relating to programs of revenue sharing, grants-in-aid, and public funding, which is why the previous section specifically addressed this question.

As obvious as this statement is, time and again good and necessary proposals fail because their supporters do not understand how the government works and what its rules are. In part this is because of a myth that one needs to be a lawyer to read legislation and other laws that create and regulate governmental structures and their activities. It is also the result of a failure by activists to devote attention to the small details of governmental and bureaucratic life that are crucial to the undertaking of public activities.

All government organizations have rules which regulate them and these are available to the public. For example, before going to a local government unit, you should be familiar with the laws of local government in your state, the structures and functions of that unit, its linkages to other units of local government, its bylaws and powers, and its procedures of operation. Moreover, if you are asking them to seek state, federal or foundation support or aid, you should be prepared to answer any questions that are raised about the rules or powers of these sources.

Obtaining and understanding a knowledge of this and other information is not particularly difficult. Pamphlets are available that easily explain the pattern of local government in your state and the particular unit of government you are dealing with will provide you with written bylaws and other public information. Moreover, most governmental organizations and agencies have for public distribution information on how they are organized, what their programs are, and how they relate to you. All you have to do is write for such information and read it slowly and carefully.

Some of it will be confusing, but if you do your homework well ahead of time, you will be able to write for clarification or find someone in your community or at a nearby college who can advise you on the problem.

Supportive Bibliography

The State Office of Local Government in the State of New York has a number of free public information pamphlets that any community activist would want to have. You can begin to locate these by writing your local assemblymen and senators. They can also be hunted down by your local library or the nearest SUNY college or university library.

The following list covers only part of the informative pamphlets on local government administration and finance in the State of New York.

Atkins, Richard A. Reapportionment of Local Governments.

Bridge, Franklin M. Local Government Today: The New York Pattern.

Burns, John J. Local Government Problems on the Horizon.

Marshlow, Robert W. Home Rule in New York State.

Office for Local Government. Local Government in New York State.

Smart, Charlotte B. Local Government in New York State: A Brief Review.

State of New York. Strengthening Local Government in New York, 3 vols.

The details on state finances and their relation to the local level are clearly discussed in the 5-volume paperback Report of the Temporary State Commission on State and Local Finances.

Vol. 1. State Revenue Sharing

Vol. 2. The Real Property Tax

Vol. 3. State Mandates

Vol. 4. Summary

Vol. 5. Staff Reports

This can be obtained from a college library or by writing: The Temporary State Commission on State and Local Finances, Box 7032, Albany, NY 12225

SIMILAR MATERIALS ARE AVAILABLE ON YOUR STATE AND YOU SHOULD SEEK THEM OUT.

The same kinds of studies are available in other states of the northeast. Your local librarian can be very helpful to you in locating them. Also, you should not hesitate to write your local state legislators for help in obtaining such studies.

A select bibliography with national scope is presented in Appendix I. Some of these books can be helpful in understanding the larger process of government and funding. But care should be taken not to forget that the local decision-making environment is the most crucial to the grantsmanship effort.

For those interested in learning more about local government and its links to state and federal levels, as well as the organization, administration and financial characteristics of each level, the following materials are available in many local libraries or at nearby colleges and universities.

APPENDIX I

Select Bibliography on Federal, Regional, State and Local Government

I. Federal and Regional Patterns

Anderson, William. The Nation and The States: Rivals or Partners? Minneapolis: University of Minnesota Press, 1955.

Barton, Weldon V. Interstate Compacts in the Political Process. Chapel Hill, NC: University of North Carolina Press, 1965.

Chinitz, Benjamin. "National Policy for Regional Development," in John F. Kain and John R. Meyer, Eds., Essays in Regional Economics. Boston: Harvard University Press, 1971.

Connery, Robert H. and Leach, Richard H. The Federal Government and Metropolitan Areas. Cambridge, Mass.: Harvard University Press, 1960.

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Elazar, Daniel. American Federalism: A View From the States. New York: Crowell, 1966.

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Federalism in 1972: Striking a Better Balance. Washington, DC: Advisory Commission on Intergovernmental Relations, 1973. (No. 14 in a series of interesting reports.)

Fordham, Jefferson B. A Larger Concept of Community. Baton Rouge, LA: Louisiana State University Press, 1956.

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Livingston, William S. Federalism and Constitutional Change. Oxford: Clarendon Press, 1956.

Macmahon, Arthur W. Administering Federalism in a Democracy. London: Oxford University Press, 1972.

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Sanford, Terry. Storm Over the States. New York: McGraw-Hill, 1967.

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Vile, M.J.C. The Structure of American Federalism. New York: Oxford University Press, 1961.

Wheare, Kenneth C. Federal Government, 4th ed. New York: Oxford University Press, 1964.

White, Leonard D. The States and the Nation. Baton Rouge, LA: Louisiana State University Press, 1953.

Wildavsky, Aaron, ed. American Federalism in Perspective. Boston: Little, Brown, 1967.

Zimmermann, Frederick L. and Wendell, Mitchell. The Interstate Compact Since 1925. Council of State Governments, 1951.

II. State and Local Government: Functions and Finance

Adrian, Charles R. Governing Our Fifty States and Their Communities. New York: McGraw-Hill, 1967.

Adrian, Charles R. State and Local Governments, 2nd ed. New York: McGraw-Hill, 1967.

Adrian, Charles R. and Charles Press. Governing Urban America, 3rd ed. New York: McGraw-Hill, 1968.

Aiken, Michael and Alford, Robert R. "Community Structure and Innovation: The Case of Urban Renewal." American Sociological Review 35 (August): 650-665, 1970.

Alford, Robert R. and Scoble, Harry. "Political and Socio-economic Characteristics of American Cities." in The Municipal Yearbook 1965. Chicago: International City Managers Association, 82-97, 1965.

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APPENDIX II

Local Level Resources

Often community activists, leaders and officials overlook a number of possible programmatic and financial resources. The following is intended as a checklist to stimulate an awareness of such resources. The expansion of such a list is only limited by one's imagination.

Neighborhood Youth Corps
Associations Schools
Teen Centers
County Councils
BOCES
YMCA
YWCA
Scouts
Service Clubs
PTA
Citizen Committees
Police Department
Senior Citizens
City Parks Commission
Day Care Centers
Health Departments
Various Ministry
Fire Department
Local Citizens
Other Educational Institutions
Professional People
Industry/Business
County Government
City Government
Armed Services
Voluntary Action Agencies/Groups
United Way
Hobby Clubs
Real Estate Association
Planning Department
Camps
Conservation Department
Community Action Agencies
Recreation Commission
Libraries
Council on Aging
Banks
Vet Association
Hospitals
Housing Council
Civil Defense
Social Agencies
Salvation Army
Extension Division
Town Clerk
Mental Health Department
Local Foundations
4-H Foundation
Fund Raising
Bingo
Other Agencies - joint projects
Check 'yellow pages' under
Fund Raising Organizations
Etc., Etc., Etc.